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ABSTRACT

An In-Camp Learning Program focuses on the specific needs of the out-of-school youth and adult migrant farmworker. Although its primary intent is that of education, the program addresses other areas such as health and social services. In 1976, New York's In-Camp Learning Program served 400 migrant farmworkers in 15 camps in the counties of Livingston, Northern Steuben, and Wyoming. These workers included mainly Southern black migrants as well as Mexican Americans, Puerto Ricans, and whites. The program's major goal was to help these farmworkers master those tools of communication, thinking and self-direction that best help them make those decisions critical to their daily and future lives. This guidebook presents general guidelines for developing an In-Camp Learning Program; outlines the 1976 In-Camp Learning Program's basic educational needs, objectives, learning experiences, and evaluative procedures; summarizes the activities conducted at the various camps; discusses five teaching strategies used by the in-camp teachers and tutors, giving a sample lesson plan for each; and briefly describes various supportive services and programs. Appendices include a listing of the labor camps in New York, guidelines for personal conduct in working in the camps, listing of audiovisual equipment for in-camp use, a basic math inventory, program policies and procedures, a listing of the College Assistance Migrant Programs and the High School Equivalency Programs in the U.S., and copies of various forms used in the program. (NQ)

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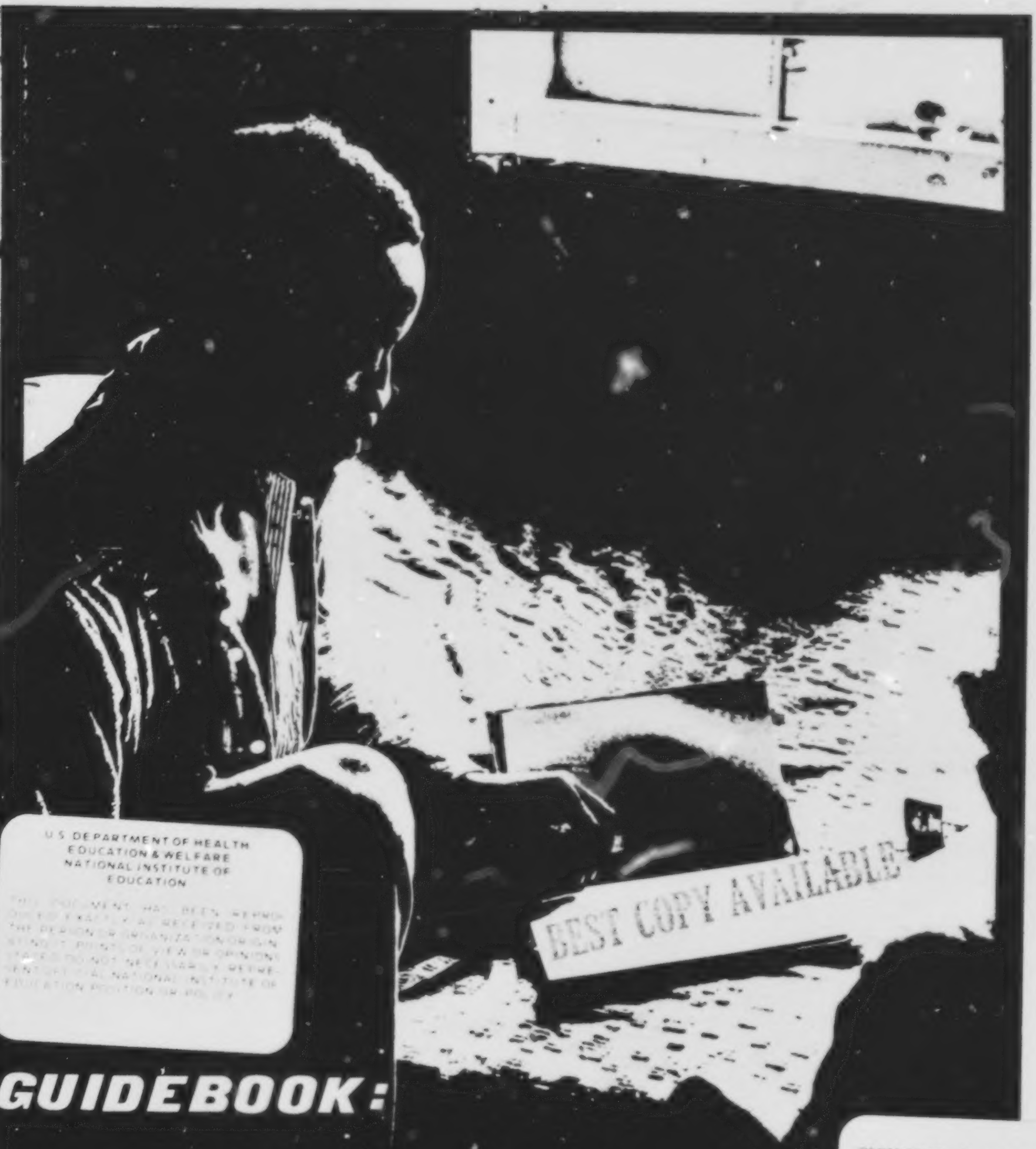

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# GUIDEBOOK:
# In-Camp Education for Migrant Farmworkers

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# IN-CAMP EDUCATION FOR MIGRANT FARMWORKERS

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1977

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-Mr. Hugh Lynch, director of the program from 1972-1974; and

-Mr. Robert Lynch, current director of the program and co-author of this Guidebook.

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Gloria Mattera, Director
Geneseo Migrant Center

Photo by Roger Smith

# FOREWORD

For many years, migrant farmworkers have silently travelled this nation's back roads to harvest its crops. This migration - interstate and intrastate - has been a major factor depriving them of the continuity of services critical to success in education and vocational pursuits.

A major breakthrough occurred with the passage of the Migrant Amendment to the Elementary and Secondary Education Act in 1966. For the first time, federal funds became earmarked for educational services to migrant children.

As a college with a strong thrust in teacher education, the State University of New York College at Geneseo became one of the first units in the country to provide training for teachers of migrant children in 1966. Children were transported from area migrant labor camps to enable the teachers to observe and practice effective teaching techniques. As close relationships developed with the families, the desperate needs of the older youth and adults for educational services became evident.

Thus, a variety of programs designed to help bridge educational and other gaps suffered by the families were initiated. This guidebook for the development of an in-camp learning program for migrant farmworkers is presented to motivate those who seek effective means for reaching this mobile population. The suggestions contained herein are based upon the Geneseo Migrant Center's experiences with Algonquin Indian, Black, Caucasian, Mexican American and Puerto Rican migrant workers.

The Center would appreciate learning about any modifications and/or additional ideas from those who use the guidebook to implement their own programs.

Photo by Roger Smith

# PART I

# GENERAL GUIDELINES FOR THE DEVELOPMENT OF AN IN-CAMP LEARNING PROGRAM FOR MIGRANT FARMWORKERS

# CHAPTER I

# OVERVIEW

## Program Rationale

Programs evolve in response to specific needs. An In-Camp Learning Program should meet the specific needs of the out-of school youth and adult population of migrant farmworkers. Older youth oftentimes are not able to participate in school educational programs because they are needed to work in the fields to supplement the family's meager income. Despite the existence of educational programs for the benefit of the rural adult population, the particular handicaps of migrant life frequently prevent migrants from knowing about or becoming involved in them. Direct services delivered to migrants in their living environment present an effective method for assisting them and their families in coping with all aspects of life - education, health nutrition, etc.

The variety of ethnic and cultural groups comprising the migrant stream in New York State also requires that programs developed are sensitively structured so as to remain responsive to the differences, needs and interests of each group. These needs, however, connot be observed or understood from afar - it is again direct and very close personal involvement in the life as it is lived that gives each camp or group its particular flavor, and each program conducted there its individual focus. How much easier it is also, to effectively communicate with, understand and help the person who is at least relaxed and "at home," rather than feeling uncomfortable outside his own environment. This close and personal involvement in the home environment diminishes as well the need for transportation, which the migrant so rarely has available to him.

The primary intent of an In-Camp Learning Program is that of education.

However, other areas such as health and social services will have to be addressed in order to achieve a conducive learning environment. The variety of camp activities and energy expended by program staff on other than narrowly defined educational ones is vital to the effectiveness of the program.

Profile - Migrant Farmworkers in New York State

New York State is a productive farming and fruit orchard state and has for many years attracted migrant farmworkers during the harvesting and processing season, June to November. The interstate workers regularly entering New York State number approximately 8,000 and represent a variety of ethnic and cultural backgrounds. Algonquin Indians from Quebec, Canada work primarily on the mink and chicken farms in the northwestern part of the state. Blacks and a small number of whites from many southern states, as well as Spanish speaking Mexican Americans from Texas and Florida migrate north to harvest the fruit and vegetable crops. A large Spanish-speaking population from Puerto Rico comes into the state during peak season to work in the agricultural processing plants while others work at harvesting or on the mink fur farms.

The migrant farm labor system draws from the poorest, most ill-represented and isolated groups of people in the United States. Constant movement precludes their ever establishing permanent residency or becoming an integral part of any community. A migrant family may move from two to eleven times a year as they follow the harvest season from state to state, or within a state. They suffer discrimination educationally, socially, physically and economically in their working for the growers and crew leaders, and in their limited contact with the community. Their problems are further extended due to basic unawareness, on the part of most of the migrant population, as to their legal rights and the services available to them. Without much-needed education, there is then little potential for personal or occupational development beyond the limited yet skilled world of migrant farm labor.

One of the severe problems of migrant life is that of health. Comparing this population with the nation as a whole, it suffers the greatest deprivation in terms of diet, sanitation, housing and health services. The occupational hazards of agriculture also take their toll each year in health and life among our nation's migrants.

A migrant is usually crisis-oriented in terms of his own health and that of his family. One critical step that might alleviate the danger of this last-minute call for help is health education. Preventive medicine is generally unknown in migrant life, and education in this area could do much to relieve the problem.

The lack of public or private transportation on the back roads of rural counties promotes real isolation - from interaction with the community, and from health and other available services. It prevents as well their participation in existing Adult Basic Education or literacy programs, so potentially beneficial to the migrants' particular needs.

The gap in continuity of educational services is a reality felt by young and adult migrants alike. Ninety per cent of the children of migrant farmworkers drop out of school. Reading, among other skills, is usually two grade levels behind and the children may attend as many as eleven different schools in the course of one school year. This loss of continuity - adademic and social - for the developing child quite naturally leads to a frustrating learning environment and a less-than-positive self image. Very early the migrant youth turns from the classroom to the field where he is among friends and family.

The adult migrant who does seek additional training or education in order to move himself and his family out of the migrant stream, will quite often experience the same frustrations as his children. He may in time take three basic auto mechanics courses, for example, at three separate community centers, but there is often no interaction, cooperation or progressive evaluation among them to allow him to work toward a goal that is real and available. The coordination of training opportunities among the states is virtually non-existent; thus, the migrant's chance for completion of a program is minimal.

In New York State, as across the country, mechanization is causing many migrant farmworkers to lose their jobs. Without an education or occupational training, these people have very little choice of a future. As the number of employed migrant farmworkers decreases annually, it is imperative to provide the education and/or training that these youth and adults need to maintain a productive and independent life.

Photo by Bill Cronin

# CHAPTER II

## PROGRAM DEVELOPMENT

### Planning

From the initial stages of planning for an In-Camp Learning Program, it is imperative to involve local schools, health and social service agency personnel, the Bureau of Migrant Education census takers, funding source representatives, and other individuals or agencies to share concerns and to provide input for the development of the program. Also, the program director should meet with the local Growers' Association to explain the program(s) planned for the coming season and to solicit input or recommendations from them.

Involving persons such as those described above, and others, will aid the program director in the development of a comprehensive program by becoming aware of all services and facilities available for the benefit of migrant farmworker families (i.e., Sickle Cell Association conducts free sickle cell anemia testing, a disease common among blacks). Sound working relationships must be established with related agencies and groups to assure a smooth running and effective migrant program. If coordination takes place in the initial stages of planning, the farmworkers will receive maximum service and benefits from the time of their arrival until they leave the state at the end of the season.

Another important step in planning an In-Camp Learning Program is to identify and locate the migrant camps to be served and determine who owns or operates them. Migrant camps are often very isolated in rural areas and difficult to locate. (For a list of all registered Department of Labor camps in New York State, see Appendix A).

Another essential aspect of program development is to become thoroughly familiar with current and pending legislation affecting migrant farmworkers (food stamp and Medicaid regulations, minimum wage standards, sanitary code, etc.).

Program planning meetings should include formation of all specific policies and procedures such as:

1. determination of program service area and population
2. educational curriculum
3. supportive services
4. hiring procedures
5. staff policies and procedures
6. testing and evaluation techniques

These meetings should be held regularly (i.e., once a month), beginning as early in the non-migrant season as possible. A narrative and budget should be submitted to the appropriate funding agency (Division of Continuing Education, Bureau of Migrant Education or other appropriate agency) as far in advance of the beginning date of the program as possible. Personal contact with a representative of the funding source may expedite processing of the proposal.

Once funding approval has been received, the program director and planning group should focus on selection and training of staff, development of materials, camp recruitment, etc. so that the program can get off to a smooth start as soon as the first migrant crew arrives.

## Staffing and Scheduling

Effectively staffing an In-Camp Learning Program is one of the most important aspects of its implementation, since these people will be affecting the lives of the farmworkers they will be teaching.

The size of the staff is dependent upon the number of people to be served, and the amount of funding. A program staff consisting of a director, assistant director, secretary, health educator, teachers, tutors, migrant aides, and volunteers may be modified to adequately handle all responsibilities related to the program. The number of teachers, tutors, migrant aides and volunteers will, of course, depend on the number of camps in the service area and needs of the people in the camps. It is suggested that at least two teachers (preferably one male and one female) be assigned to each camp. Tutors, migrant aides and volunteers should be brought in as individual and camp needs are assessed by the teachers and program director.

Before any staff actually go into a migrant camp to teach, it is considered courteous for the program director to introduce the staff to the appropriate grower. Growers like to know who is working with the migrants in their crews. Also, before actual teaching responsibilities commence, In-camp Learning Program staff should be provided with Identification Cards so that they can easily be identified with the In-Camp Program and not confused with representatives of other agencies or groups.

Teaching time for an In-Camp Program usually takes place in the evening hours when the workers have finished their responsibilities to the growers. The program is not meant to compete with the farm work of the migrants, which is the reason they are in New York State. A suggested schedule for each team is to teach three hours per evening, three evenings per week. The specific evenings and hours will depend upon the individual schedules of the staff, and more importantly, the needs and desires of the migrants in the camps. No one arbitrary schedule can be applied to all camps. The best schedule is the one most mutually convenient to the worker, crew leader and teaching team. It has been found that rainy days are often good times for the teachers to work in the camps during the day rather than evening, because it provides alternative activities for the workers. However, this, like any change in the teaching or staffing schedule, should be cleared through the crew leader and with the program director. It is also important for teachers and tutors to notify the workers in the camp in advance if for some reason their teaching responsibilities cannot be met.

Tutors can be brought into the camp depending upon the specific needs as assessed by the teachers and/or program director. The tutors may be trained to provide reading instruction to adults, and meet other individual educational needs of the workers.

The use of paid migrant aides helps assure success of the In-Camp Program. It has been found that by choosing a worker in each camp as an aide (after very careful assessment as to the aide's acceptability by crewleader and workers) both the teaching staff and the other workers in the camp will benefit. The aide can alert the rest of the camp if there is a change in plans for a specific evening, can be trained to set up and take care of small equipment kept in the camp for instructional purposes (sewing machines, overhead and other projectors, cameras, etc.) and can assist the teachers and tutors in meeting individual needs of the workers.

The use of volunteers as part of the staff can enhance the program in many ways. It is imperative that the volunteers are provided with the same orientation as the paid staff. It is important that they abide by all the policies and procedures that the paid staff members adhere to. A misguided volunteer can cause many unnecessary problems. See Appendix B for a suggested Volunteer Application Form that has proven effective in screening potential volunteers.

## Job Descriptions

1. Program Director

   The program director will:

   a. be responsible for writing the budget and narrative.

   b. hire and supervise the in-camp staff.

   c. recruit the migrant camps by talking with the growers and crewleaders.

   d. plan agendas and organize orientation and inservice meetings.

   e. keep account of all expenditures.

f. order supplies and materials.

g. implement and evaluate the objectives of the program.

h. be responsible for the smooth operation of the program.

i. write final reports.

2. Assistant Director

The assistant director will:

a. assist the program director with camp visits and supervision.

b. coordinate information regarding supportive services to migrants (health, social services, food stamps, etc.).

c. serve as liaison between the in-camp staff and supportive service agencies regarding follow-up of identified needs of the workers.

d. assist with the identification, interviewing and supervision of the migrant aides.

e. deliver materials to the camps when necessary.

f. assist in conducting orientation and inservice meetings.

3. Health Educator

The Health Educator will:

a. work directly in the migrant camps to give any emergency medical assistance to the camp residents.

b. act as a liaison for the migrants with the migrant clinics and other health care facilities in the area.

c. make any necessary health referrals for the workers.

d. provide health education to the migrant adults in the camps.

e. develop teaching materials on health related to pictures geared to the migrant adult.

f. assist the In-Camp teachers and tutors in providing health related lessons for the migrant participants.

4. Secretary

The secretary will:

a. type all correspondence and reports for staff.

b. be responsible for all standard office procedures (answering telephone, handling or referring requests, xeroxing, etc.) to insure the smooth operation of the program.

c. take minutes at meetings when requested.

5. In-Camp Teacher

The in-camp teacher will:

a. assess the individual educational needs of the workers, through association with the migrants in the camps.

b. plan educational activities according to the assessed needs.

c. identify, with the assistance of other staff, a migrant aide to assist with the educational program.

d. supervise the tutors and aides working in the camp.

e. be aware of all educational, health, social service or other supportive services available to the migrants, particularly in the service area.

f. refer any medical, dental or social problems of the workers to the appropriate individuals or agencies.

g. attend orientation and inservice meetings.

h. comply with all program policies and procedures.

i. complete and submit to the program director any required forms and/or reports.

6. In-Camp Tutor

The in-camp tutor will:

a. assist the in-camp teachers in meeting the specific educational needs of the workers.

b. tutor on a one-to-one basis, utilizing LVA and AIM techniques, any workers desiring to learn to read or write.

c. attend orientation and inservice meetings.

d. comply with all program policies and procedures.

e. complete and submit to the program director any required forms and/or reports.

7. In-Camp Migrant Aide

The migrant aide will:

a. assist the teachers and tutors in any way needed (i.e., tutoring on a one-to-one basis, etc.)

b. alert all workers in the camp when teachers are to arrive, or of any change in plans.

c. be responsible for any equipment kept in the camp for instructional purposes.

### Orientation and Inservice Activities

To assure effective and quality education for the workers, it is suggested that all staff (director, assistant director, secretary, teachers, tutors, migrant aides and volunteers) receive a thorough orientation to the program before actual operation begins, and also receive periodic inservice throughout the duration of the program.

Following orientation sessions, inservice meetings should be conducted at least once a month during the program to assure smooth operation of the program and to discuss actual and potential problems. For instance, the environment of a migrant camp can be frustrating for a new staff person trying to teach. He may have to compete with a blaring juke box, babies and children crying, television sets, and many other outside noises and activities. Discussions will alert the staff of these potential situations and provide guidelines as to how to work in or around them.

Inservice meetings should be mandatory for all staff (including volunteers). The variety of teaching days and hours may cause problems in scheduling meetings. To assure that all staff attend all meetings, prior notice of scheduled meetings should be given so a teaching team has the opportunity to notify the crew they are working with of the change in plans. Involving the migrant aides in the orientation and inservice sessions would be ideal but may be difficult to accomplish because of different times of camp arrivals and lack of transportation. It would, therefore, be up to the teaching team to orient the aide.

The use of the Guidebook should be stressed as a tool for the staff to use throughout their employment. The orientation and inservice sessions should include review of the Guidebook and all other aspects of the program, specifically:

1. program narrative and philosophy
2. staff guidelines and policies and procedures (see AppendixC )
3. bilingual/bicultural education
4. teaching materials and equipment
5. staff responsibilities including assessment, planning and evaluation procedures and techniques
6. availability of supportive services and/or programs
7. use of migrant aides and volunteers

Inservice meetings should also include adequate time for staff interaction for problem solving and sharing of program and educational ideas. Each teaching team should be aware of what the other teams are doing in their camps. A team may want to replicate or modify the activities of another team with the workers in their own camp.

Specific legal and health problems of the migrant workers can be discussed or role played at inservice meetings. It is recommended that resource people be brought in to discuss current and pending legislation, local health and social service regulations, and other appropriate information.

The following list of resource people can aid in providing needed inservice to an In-Camp Learning Program staff:

1. adult education specialist
2. bilingual/bicultural education specialist
3. social services personnel
4. health care personnel
5. values clarification specialist
6. planning and curriculum specialist
7. migrant representative
8. grower
9. media specialist
10. migrant education specialist
11. other migrant program personnel

Inservice should also include actual demonstration lessons of educational techniques that could be utilized with the workers. Practice sessions for the teachers themselves can be videotaped for discussion and self-improvement.

After the teaching staff has been placed in migrant camps, the director's and/or assistant director's responsibilities do not cease. It is very important to give the staff as much support and feedback as possible on their teaching strategies, problems, or other concerns. Teaching in a camp setting is much different from working in a school setting, and the staff may become frustrated if they feel neglected in their camp by program administrative staff.

The program director should also schedule periodic individual meetings with camp staff to discuss any concerns, provide assistance in weak areas, and to assure communication and sharing of ideas among staff working in all of the camps.

## Educational Component Planning

Many times adult migrant farmworkers have been turned off by structured educational systems and are not motivated by conventional subject matter and strategies. There are many unique characteristics of the adult learner which must be taken into account when planning an adult educational program (see Appendix D). It is imperative for teaching personnel to take the time to plan interesting and motivating lessons to meet the workers' individual needs. When planning activities, teachers should be sure to include those in which the workers will be able to experience immediate success.

An individual or group assessment by the teaching staff will help focus on a specific curriculum in response to the stated needs. The following should be taken into account:

1. literacy rate among adults in the camp
2. age groupings for possible teaching
3. math and reading skills assessment of adults within the groups
4. expressed special interests of any individual or group - music, arts and crafts, sports, vocational training, etc.
5. individual health, general housing, sanitation and nutrition conditions

Proper assessment of the workers' interests and needs will aid the staff working with them in providing relevant and interesting educational experiences. An assessment instrument (see Appendix E) can also give the workers an idea of academic offerings, and often serves as a means of "breaking the ice" with new workers.

The completion of an assessment form by the teacher with the student will also give the teacher time to informally observe and assess. A sensitive teacher can make much use of informal conversations to assess an individual's strengths, needs and abilities.

Plans should be practical and have short range goals that can be accomplished in the length of the migrant season (approximately six months, from June to November).

To provide the most effective educational lessons, the following steps should be taken:

1. Each in-camp teacher, tutor and migrant aide (when possible) should meet at least once a week.
2. At each meeting the following should be discussed:
   a. student assignments
   b. prescription and evaluation of student needs
   c. student problems
   d. skills development activities
   e. staff development
   f. any other problem areas or concerns
3. At each meeting there should be discussion of the camp situation so that any potential problems may be avoided or averted. Discussion of needed health and other supportive services for the workers can take place at the meeting to better coordinate activities and provide more comprehensive service to the workers.
4. The teaching team should be responsible for reporting any problems to the program director. Also, any referrals for related services should be made by the team to the assistant director.

5. Each in-camp teacher should meet with the migrant aide each teaching evening so the aide will feel comfortable with his responsibilities and duties. Appendix F provides a suggested lesson plan (with sample completed plans) for use by tutors and teachers.
6. A copy of the lesson plans should be submitted to the program director for review and suggestions. The second copy should be used by the teacher/tutor for reference when teaching the lessons.

## Audio-Visual Equipment and Materials

Audio-visual materials can be effective teaching devices to use with migrant farmworkers. However, teachers and tutors should be careful not to use AV materials as an easy way out. As in all components of the program, careful planning and preparation must go into the use of any AV materials.

Appendix G provides a list of AV equipment that will prove very useful for instructional activities. For instance, a tape recorder or Voxcom can provide a unique opportunity for those students who are unable to express themselves proficiently in writing, to develop or improve their language skills.

### Guidelines for Use of AV Media

1. Always obtain permission from the crew leader before using such equipment as cameras, videotape recorders, or tape recorders. Educational endeavors using such equipment can easily be viewed as something threatening to a crew leader or grower unless they thoroughly understand what the goals are.
2. When returning a piece of defective equipment, it is imperative to attach a note on any piece that is damaged or has mechanical problems, so that it can be repaired before it is signed out for use again.
3. Return all equipment and materials when they are due so as not to

hinder others' chances of using needed materials or equipment.

4. A film review form should be completed for each film shown in the camps (see Appendix H for suggested format). This will assist other teachers in planning future lessons.

## Using Film in Instruction

The utilization of films as instructional media has proven to be very effective in the In-Camp Learning Program with the migrant farmworkers. Since many migrant students lack proficiency in English, the visual medium is especially valuable for its universal quality. It can transcend the barriers of language and culture.

Film can also expand the migrant's world by presenting a wider range of situations and issues which may provide motivation for related discussion, reading and writing activities. It can be used as a tool to assist in health and vocational education and to present positive patterns for personal and social daily living.

To assure effective utilization of film media in instruction requires careful planning on the part of the teacher or tutor. Films should be shown for a definite purpose and should contribute to attaining specific instructional objectives. In-camp staff utilizing films as part of their instruction should:

1. make plans for showing the film well in advance.
2. Preview the film before showing to be sure the topic and subject matter are appropriate.
3. orient workers to the film by researching the subject area, and having informal discussions before the showing of the film.
4. follow up on material viewed in the film. This can include discussions, writing experience stories, going on field trips, collecting

or making objects, etc.

5. As stated, films are good instructional media, but the teaching staff must be prepared to meet the needs of those individuals not interested in the film by offering alternative activities.

If proper planning and the outlined steps are followed, films can provide very exciting experiences that lead to constructive actions on the part of the students, build a common foundation of experience, influence or change attitudes, and provide an enjoyable experience for all.

## Recruitment

The program director must obtain permission from the growers before placing any teaching staff in their camps. While there is open access to migrant labor camps, it is unwise and virtually impossible to operate an In-Camp Learning Program without their permission.

The Geneseo Migrant Center has found the following steps to be effective in recruiting camps and obtaining permission to place teaching staff in migrant camps to operate a quality educational program:

1. As soon as a migrant crew arrives, the program director should personally visit the respective grower. Again, explain to the grower the program and ask for his permission and cooperation. It is helpful to have some kind of orientation material to give the grower at this time. (The Center has found that the growers usually say yes, but refer you to the crewleader for final permission.)
2. Visit the camp and introduce yourself to the crewleader. Many times he will be apprehensive about allowing "outsiders" in his camp for fear of losing his workers. Assure him that you are not there to

take his workers away, but only to help them with reading, writing, etc. Explain that your main concern is education.

3. Once permission has been received from all concerned, the workers in the camp should be notified. It has been found that meetings with the crewleader, crew members and program staff is a good way to inform all camp residents of the goals of the program and to generate interest in participating.

## Assessment of Individual Camp Needs

A thorough assessment must be made of each labor camp to be served prior to the implementation of an In-Camp Learning Program. Several characteristics should be noted or explored in order to understand the basic atmosphere of the camp environment and the makeup of its occupants.

1. Camp groupings - Family units? Single males? Both?
2. Ethnic group - Black? Caucasian? Mexican American? North American Indian? Puerto Rican? Mix?
3. Language - Bilingual? Monolingual? Spanish-speaking? Other?
4. Teaching facilities - Individual rooms? Commissary? Other?
5. Home base information - Geographic location? Climate? Crops?
6. Contracting arrangement - Grower? Crewleader/contractor?
7. Extent of isolation of camp from - Stores? Health facilities?

In assessing each camp, the question of what teaching facilities are available should be noted. Each camp will differ as to teaching facilities. Teachers may work with groups or individuals in commissaries, individual rooms, outdoors or other places designated by the crewleader. The use of a mobile unit or bus equipped as a learning center may provide the needed instructional space.

Information relative to each of the above points will be helpful both in program development and in the approach used in initiating and implementing the program. Communication, acceptance and final approval will be necessary steps to introduce a working, viable program into each camp.

Photo by Roger Smit

# CHAPTER III

# TEACHING STRATEGIES

The rural adult student has very different needs from the average high school student and the needs of the adult migrant farmworker are even more specialized. In order to be effective, the teacher must understand these particular needs, and design lessons and use techniques which will meet them. The Geneseo Migrant Center staff utilizes several different teaching strategies and adapts them to fit the unique, individual needs of the migrant.

This chapter is concerned with describing these strategies and giving a sample lesson plan for each. The materials presented are only suggestions and will have to be adapted for each individual worker.

## Strategy #1 - The Survival Skills Kit

The adult migrant is in an unfamiliar community, often working among people who are strangers. He may have only a hazy idea of where he is, geographically. He may have little understanding of how much money he is making and how much it is costing him to live. He is usually unfamiliar with local services and agencies and methods of finding them. He may be not only unaware of his eligibility for certain services, he may be unaware of their existence. He is usually dependent on the crew leader to tell him how to get health care or assist him in an emergency.

A teaching technique that is effective for meeting the above problems and many others is the utilization of a survival skills kit containing material that is relevant to the migrant's day to day struggle for survival. Included would be not only information he needs but also the opportunities for learning to gather information for himself. Multi-level reading and instructional materials are included and designed to boost the migrant student's competency in several academic skills.

A survival skills kit may have information on many topics. Included could be maps for geographic orientation; materials such as an actual phone, phone book, and emergency numbers list to teach phone usage skills; basic first aid facts and emergency measures; consumer tips; factual materials on health, hygiene, birth control, pregnancy and nutrition; games and practice sheets involving budgeting and wages; check balancing and unit pricing to improve math proficiency; newspapers and magazines for leisure reading and civic awareness; instructional materials to aid in letter and application writing, improving job skills, and to stimulate an interest in problem-solving by finding and using existing local agencies.

To house the above materials, the kit can have a multi-pocketed expanding folder which is ideal for storing the various pamphlets, brochures and other printed material. For the large materials such as a play telephone, Bingo game, Monopoly game, etc. a large box covered with contact paper is very useful.

See Appendix I for a sample table of contents of the Survival Skills Kit.

Because migrant farmworkers are a very mobile population, an appropriate sample lesson plan for survival skills on geography and map reading follows.

Geneseo Migrant Center
State University College, Geneseo, New York
In-Camp Learning Program

Unit Survival Skills - Geography

Date

Teacher

| Needs | Objectives | Subject Matter (Resource Materials) | Learning Experience | Evaluation |
|---|---|---|---|---|
| Many of the workers are not aware of their present location nor its relationship to the other states in which they have lived. | At the end of the lesson the participant(s) will have:<br>1. located their camp location on county and state maps.<br>2. traced the route taken from Florida this summer noting key stops.<br>3. marked all states in which he/she has lived as a migrant worker. | maps (county, NYS, eastern seaboard, U.S.)<br>overhead projector, transparencies<br>individual maps | 1. Using the county map transparency as a guide, all participants shall mark their maps w/ the camp location, key places in the county etc. (hospital, clinic, store, etc.)<br>2. All will then receive NYS and eastern seaboard maps. On the NYS maps they will mark all places visited. Then each individual will mark the route taken from Florida, noting key stops, crops picked etc. Experience stories may be dictated or written.<br>3. On a large map of the US all states will be colored which one or more people have visited. Known cities, crops, will be marked. | Teacher observation of participation and completion of maps. |

### Strategy #2 - Apperceptive Interaction Method (AIM)

Saint Bonaventure University School of Education in conjunction with the New York State Department of Education's Division of Continuing Education sponsored an Adult Basic Education Workshop for the staff of the Geneseo Migrant Center's In-Camp Learning Program. The workshop gave the participants instruction in needs assessment instruments, interviewing techniques, identification of relevant problem themes and concerns, and community/curriculum problem solving resources.

Material presented at the workshop was very relevant for working with the adult migrant population. One strategy that was very good was the AIM (Apperceptive Interaction Method) Booklet. Using this method a teacher works with a group of adults and uses a story written at a low reading/high interest level with an accompanying picture to elicit discussion from the participants. The adult students discuss possible solutions to the problem in the story. Values clarification is an important part of this solution-seeking process.

AIM booklets are available on many topics such as alcoholism, family problems, job problems and suicide. In addition to the prepared booklets from Saint Bonaventure University, the In-Camp staff participating in the workshop each selected a photograph to accompany a story. They wrote and developed literacy language skill modules for use with the AIM technique for teaching rural and migrant adults.

### Strategy #3 - Literacy Volunteers of America, Inc.

Literacy Volunteers was founded in 1962 in Syracuse, New York by Mrs. Ruth Colvin and chartered under the State of New York in 1967 as a tax-exempt, nonprofit corporation. In 1972 Literacy Volunteers changed its name to Literacy Volunteers of America, Inc. to emphasize its growing national character. The Geneseo Migrant Center became an Associate of Literacy Volunteers of

America (LVA) in 1975.

The basic objective and purpose of LVA is to develop the best possible training techniques and materials for use by organized volunteers in Literacy Volunteer affiliates for tutoring illiterate adults (16 years or older) to read and write on at least a fifth grade level. Tutoring is done on a one-to-one basis.

As an Associate, the Center has the expertise and materials to provide the basic Teacher Training Workshop and the English as a Second Language (ESL) Workshop to staff, college students and community people who wish to serve as tutors of adults.

LVA teaching techniques have been used for the past couple of years in the Geneseo Migrant Center's In-Camp Program to teach the adult migrants to read, and have proven quite effective. The four LVA techniques of teaching reading are:

1. experience story
2. sight words
3. phonics
4. phonics-in-pattern

The LVA trainee's materials are available at the Center for any person interested in reviewing any specific techniques. The LVA Teacher Training Workshop is now also available for Geneseo College credit - either graduate or undergraduate.

A Teacher Training Workshop is the heart of the teaching program. It is a concentrated workshop designed to enable a person to teach basic reading to an illiterate or functionally illiterate adult. The training is accomplished through audio-visual techniques, live demonstrations, and actual practice. It includes testing and specific instruction in applying the teaching techniques taught, to a wide variety of published materials. Teachers learn that their instruction should always be tailored to individual students' needs.

LVA recently completed a Teaching English as a Second Language Workshop designed to teach a person to gain the necessary skills to teach English to a person unable to speak the language. The ESL Workshop utilizes the same techniques as the Teacher Training Workshop.

For further information on the Literacy Volunteers of America, Inc. programs in New York State, contact:

Ms. Geri Mycio
Literacy Volunteers of New York State, Inc.
New York State Coordinator
237 Main Street
Room 307
Buffalo, New York 14203
Phone: 716-847-1160

Literacy Volunteers of New York State has affiliate organizations in: Albany, Broome County, Buffalo and Erie County, Cayuga County, Clinton County, Cortland, Geneva, Glens Falls, Jamestown, Lockport, Mt. Vernon, Nassau, Niagara Falls, Northern Westchester, Olean, Oneida, Orleans, Oswego County, Poughkeepsie, Rochester, St. Lawrence County, Schenectady, Greater Syracuse, Tarrytown, Troy and Watertown.

When planning a reading lesson for a migrant worker the LVA technique is excellent but other commercial and teacher-made materials are good to supplement the LVA technique. The following lesson plans are only a sample of this:

Geneseo Migrant Center
State University College, Geneseo, New York
In-Camp Learning Program

Unit LVA Experience Story

Date

Teacher

| Needs | Objectives | Subject Matter (Resource Materials) | Learning Experience | Evaluation |
|---|---|---|---|---|
| The student needs to begin building his sight word recognition.<br>The student needs reading material to which he can relate. | After participation in the lesson the student will have:<br>1. dictated an experience story based upon a chosen photograph.<br>2. be able to recognize five or more words both in and out of the context of his/her story. | photographs<br>voxcom/tape recorder<br>voxcom cards<br>paper<br>pencil | The student will choose a photograph that "says something" to him. He will then dictate (to the teacher or tape recorder) a corresponding story based upon personal feelings or experiences. (The story will be transcribed if taped). The student will then choose three words he wants to learn. These will be written and taped on Voxcom cards. The student will then listen to each, point to each in the story, and verbally name each when scrambled. As confidence builds more will be added. | Teacher observation of student's word recognition skills of five or more worc |

Strategy #4 - Math

Math skills are very important for a migrant worker to develop because he utilizes math daily in such things as the number of bags of potatoes he picks or the number of bins of apples he fills. Also a worker needs math to be able to understand his weekly wage statement from the employer. Possible exploitation can be limited if the worker understands his wage statement.

In teaching math to adults there are a few basic teaching guidelines that have proven effective and should be utilized. For example, the teacher should:

1. understand that math "terms" may confuse students, i.e., "equals," "sum," "subtract," "multiply," "divide," "difference."
2. realize that the student needs to practice forming the numeral.
3. know the sequence in which skills are to be taught: addition, subtraction, multiplication, division.
4. utilize an Inventory Test (a sample inventory from LVA is included in Appendix J ) to help the student assess his strengths and needs.
5. plan together with the student those tasks that need to be undertaken.
6. develop instruction around practical aspects of life: telling time, making change, postage, budgeting, itemizing costs, measurement, cost per item, gas mileage, calendars, scales, weather.
7. tie in language experience stories with math. (See Appendix J )
    a. Base work problems on core vocabulary.
    b. Introduce any new words before student works on problem.
8. use games and other interesting techniques to reinforce learning.
    a. Be wary of using children's games unless you adapt them for adults.
    b. Be sure games selected stimulate thinking - not merely

Geneseo Migrant Center
State University College, Geneseo, New York
In-Camp Learning Program

Unit Math

Teacher ______

Date ______

| Needs | Objectives | Subject Matter (Resource Materials) | Learning Experience | Evaluation |
|---|---|---|---|---|
| Students need to improve multiplication skills through rapid review. | Given multiplication problems drawn at random from a hat, students will be able to complete the multiplications & identify the numbers on which to place markers in bingo game for mini-prizes. | Bingo game cards<br>Multiplication problems on small slips for drawing from hat<br>Hat<br>Mini-prizes (soap, pencils, socks, magazines, etc.) | Play Bingo using multiplication problems. | Successful identification of numbers will demonstrate students' success. |

manipulate numerals.

c. Suggested games: Yahtzee, Black Jack, Dice, Sorry, Quizmo, Checkers, Dominos.

d. *Make games and materials such as: flash cards, learning wheels, etc.

*IMPORTANT: All teacher-made materials should be neat, accurate, interesting to the learner and exemplify the best in manuscript or cursive writing.

Strategy #5 - Alcohol Education

Alcohol problems are not limited to migrant farmworkers but the incidence of alcoholism among migrants is very high and anything that can be done to alleviate the problem will be beneficial to the workers' learning and living environments. Many times workers have found the migrant system provides a place for them to live and earn enough money to continue drinking. Alcohol education is an immediate concern to be addressed in working in an In-Camp situation.

An alcohol education program that has proven effective in working with migrant adults is based on token reinforcement. The program is designed to educate the workers to the monetary and social pitfalls involved in the misuse of alcohol, to provide alternatives to drinking, and to encourage productive use of time, energy and money often wasted on alcohol.

Each person participating in the program earns points for each 24 hours of sobriety, attendance at alcohol education sessions in the camp, completion of lessons, reading books, and teaching lessons. Each point is worth 25¢ cash value toward merchandise of the migrant's choosing. Kinds of merchandise selected by the migrants have been: clothing (mostly socks, hats, underwear and sweatshirts); towels; blankets; bedspreads; kitchen utensils (cups, glasses, bowls, silverware); toiletries (shampoo, toothpaste, soap, vaseline); groceries (mostly coffee, sugar and artificial creamer, used by many as a substitute for alcohol) and cleaning supplies (detergents and bleach).

Although the Alcohol Education Program was effective because of immediate reinforcement, an important factor in reducing the rate of alcoholism among migrants is to try to obtain continuous support for them when they leave the state. The Center has made contacts with alcohol programs in the home bases of Florida, Texas and Puerto Rico regarding follow-up and support for the workers who participated in the Geneseo program.

In Appendix K there is a detailed description of an Alcohol Education Project initiated during the 1976 Geneseo Migrant Program.

Following is a sample lesson based on token reinforcement that was used by the 1976 In-Camp staff to assist in alcohol education.

Geneseo Migrant Center
State University College, Geneseo, New York
In-Camp Learning Program

Unit Alcoholism and Its Effect on Others

Date ____________

Teacher ____________

| Needs | Objectives | Subject Matter (Resource Materials) | Learning Experience | Evaluation |
|---|---|---|---|---|
| Alcoholism is a major problem among migrant farmworkers. Therefore, participants need to have the skills necessary to find services to assist with alcohol-related problems.<br>Also students need to clarify their own values and increase their awareness of the effects of alcohol on surrounding individuals. | At the end of the session the participants will have<br>1. actively participated in the AIM booklet discussion;<br>2. role played one of the key figures in the story;<br>3. developed a list of names and phone numbers of service agencies in the area. | AIM booklet(s) entitled "The Cure" (St. Bonaventure Pub.)<br>telephone directory | The group(s) will discuss the cover photo noting mood, projecting the subject, etc.<br>The story will then be read out loud by the teacher and/or volunteers.<br>The problem will be identified and assessed.<br>Small groups may be formed with members role playing the key figures in the story and what might happen the next day. (If this won't work for your group ask for volunteers and remain in your large group with others being the audience.)<br>Through brainstorming, a list will be developed of all possible supportive agencies. Phone numbers for each will be looked up. | Teacher observation participation in discussions and role play.<br>The completed list of services with pho numbers. |

Geneseo Migrant Center
State University College, Geneseo, New York
In-Camp Learning Program

Unit Alcohol Education

Date

Teacher

| Needs | Objectives | Subject Matter (Resource Materials) | Learning Experience | Evaluation |
|---|---|---|---|---|
| Due to the predominance of the alcohol related problems in the camp, a token reinforcement program was initiated to encourage alcohol abstinence.<br>As the crew will be leaving, it is necessary to conclude the program with the reinforcers. | At the end of the evening the participants will have:<br>1. concrete evidence of their efforts in alcohol abstinence and participation in academic activities<br>2. had practice in"money" management in the form of check balancing. | paper checks<br>graph of tokens earned<br>auction items (socks, soap, towels, etc.)<br>tape recorder | Initially students will receive checks in accordance with tallied points as shown by the graph.<br>An auction will then be held. The highest bidder will introduce himself, tell how majority of points were earned, etc. (This will be taped) | Teacher observation of reactions and the completed tape. |

# CHAPTER IV

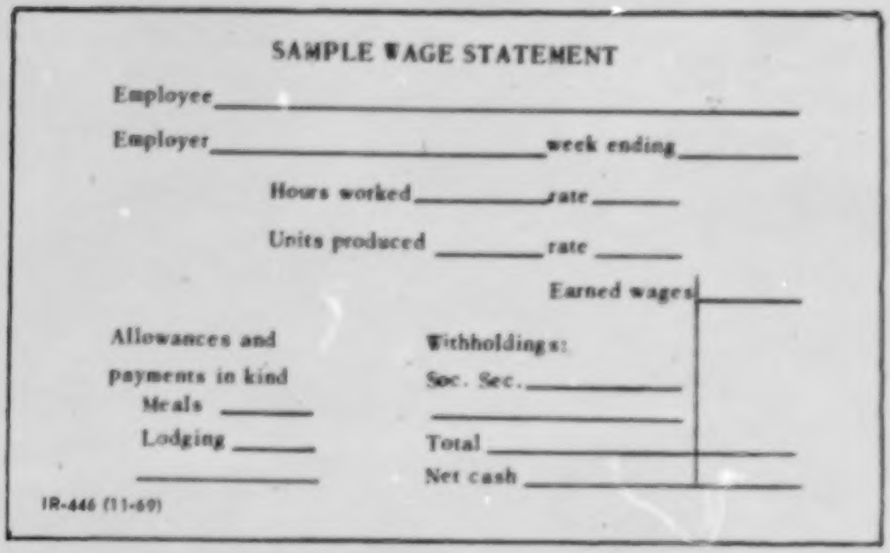
## SUPPORTIVE SERVICES FOR MIGRANTS

In view of the fact that migrant farmworkers and their families throughout the state are eligible for a variety of desperately-needed services, it is imperative that staff working in a migrant camp situation become aware of all agencies serving migrants. Prior to the beginning of the program, the program director should meet with representatives of all agencies serving migrants to clarify all the specific guidelines and regulations and to explain to them the In-Camp Learning Program. In-camp staff should then be made aware of the guidelines and regulations that each of these agencies has in dealing with migrants. In-camp educational instruction is the main concern of the staff, but other problems and needs (i.e., health, social services, food stamps, Social Security benefits, day care, etc.) can't be ignored and can be integrated into the educational program.

Outlined in this chapter are specific guidelines and information that the staff should be aware of:

### Social Security Benefits

1. Most farmworkers are covered by the Social Security Law (see Appendix L).
2. The employer of a migrant farmworker is responsible for keeping a complete record of wages (see Appendix M for farmworker minimum wage scale) and making required reports on wages paid and Social Security deductions made. Below is a sample wage statement that each worker should have.



**SAMPLE WAGE STATEMENT**

Employee____________________

Employer_________________week ending________

Hours worked________rate______

Units produced ________rate ______

Earned wages________

Allowances and payments in kind

Meals ______

Lodging ______

__________

Withholdings:

Soc. Sec.________

________

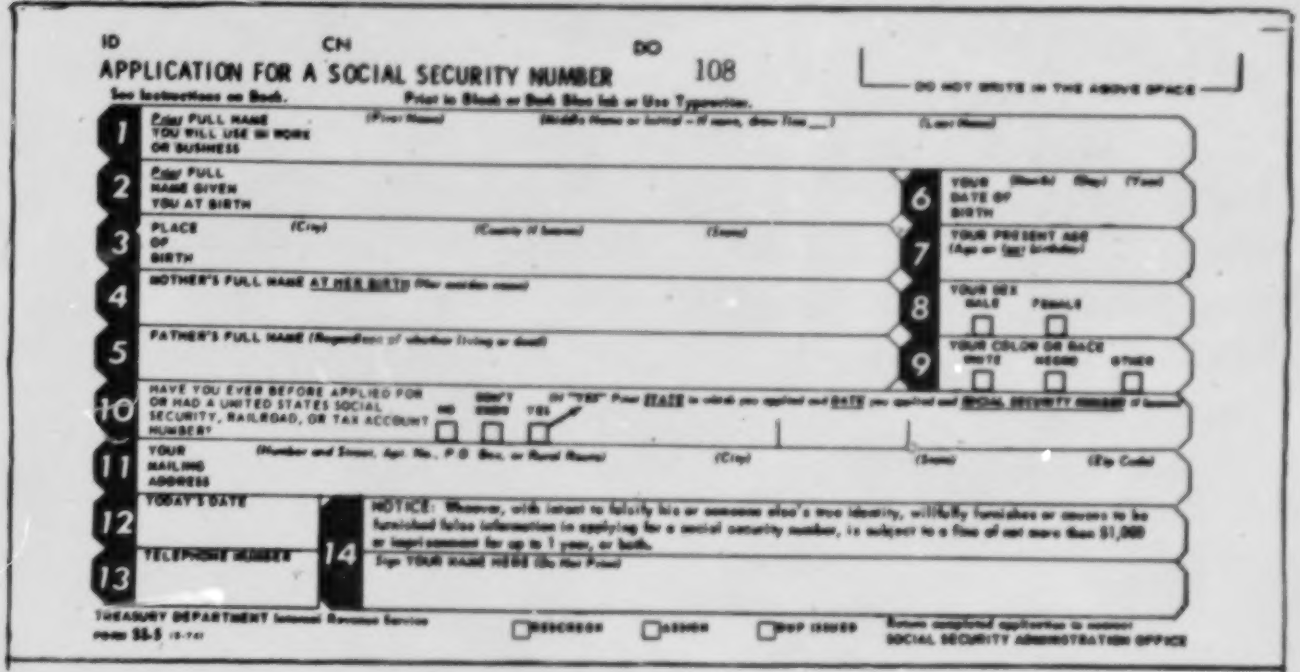
Total ________

Net cash ________

IR-446 (11-69)

3. Social Security deductions must be made for a farmworker by his employer if the employer pays him a minimum of $150.00 for agricultural work in cash wages during one calendar year.

Although migrant farmworkers are eligible for Social Security benefits, they may not have Social Security numbers. Below is a sample application form that is available from local employment offices or the State Social Security Office. Teachers may assist the workers in completing the Social Security application form by following the procedures listed.



ID CN DO 108

**APPLICATION FOR A SOCIAL SECURITY NUMBER**

See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

DO NOT WRITE IN THE ABOVE SPACE

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial – if none, draw line __) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

3 PLACE OF BIRTH (City) (County if known) (State)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

5 FATHER'S FULL NAME (Regardless of whether living or dead)

6 YOUR DATE OF BIRTH (Month) (Day) (Year)

7 YOUR PRESENT AGE (Age on last birthday)

8 YOUR SEX MALE ☐ FEMALE ☐

9 YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A UNITED STATES SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ If "YES" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known

11 YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (Zip Code)

12 TODAY'S DATE

13 TELEPHONE NUMBER

14 NOTICE: Whoever, with intent to falsify his or someone else's true identity, willfully furnishes or causes to be furnished false information in applying for a social security number, is subject to a fine of not more than $1,000 or imprisonment for up to 1 year, or both.

Sign YOUR NAME HERE (Do Not Print)

TREASURY DEPARTMENT Internal Revenue Service
FORM SS-5 (3-74)

☐ RESCREEN ☐ ASSIGN ☐ DUP ISSUED

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

1. Explain to the workers the benefits and need for having a Social Security number.
2. Assist them in completing the application in ink. Applications done in pencil will not be accepted by the Social Security Office and will be returned.
3. If the person requesting a number is under the age of 18, verification of age must accompany the application. (Since many migrants do not carry a birth certificate or other proof of age, check with the local office to determine what other document may be used.)
4. Inform the worker that it takes approximately 6 to 8 weeks to receive a Social Security card.

In light of the last point, it would be wise to apply for Social Security numbers as soon after the arrival of the migrants as possible.

Further information on Social Security benefits can be obtained from local Social Security or Rural Manpower offices.

## Food Stamps

The purpose of the Food Stamp Program is to raise the nutritional level among low income households whose limited food purchasing power contributes to hunger and malnutrition among members of such households. The process of determing the need for the level of assistance is outlined in the following excerpt from an administrative letter of July 29, 1976 from the N.Y.S. Department of Social Services to the local county commissioners.

### Policy

1. General

> A migrant or seasonal farm laborer, who enters New York State for the current season, is considered a temporary resident, as upon entering New York State there is no evidence of intent to remain in New York State. As temporary residents, State-charge status is applicable pursuant to Department Regulation Section 310.3.

## II. Determination of Eligibility; Modifications of Social Investigation: Data To Be Obtained.

### A. Establishment of State Charge Status.

1. Applications for public assistance made by migrant and seasonal farm workers may be accepted on the basis of presumptive lack of State residence in New York State.

2. The following data shall be obtained and documented in the case record:

   a. the date when the migrant was brought into New York State by a contractor or the date he entered New York State as a seasonal farm worker;

   b. the locality and State from which he came;

   c. the migrant's statement as to his residence during the year preceding his arrival in New York State as evidence of presumptive State-charge status;

   d. the name and address of the labor contractor and the farmer or employer in New York State. If the migrant had not been brought into New York State by a contractor, the name of the farmers or employers for whom he has worked since entering the State.

### B. Determination of Need.

1. Income. The earnings of the migratory seasonal farm worker who are here for the current season are dependent on weather and crop conditions and income for migrants must be estimated on the basis of prospective income. Care should be taken not to overestimate potential earnings.

2. Resources. Resources other than wages are usually not available. However, some of these workers may be covered by workmen's compensation, New York State disability benefits, special health insurance or other insurance benefits. Therefore, these resources shall be explored and income from them determined.

3. Verification. When the applicant is unable to provide adequate documentation of identity and income, collateral sources shall be contacted; such sources include but are not limited to farmer, crew boss, representative or other available source. Collateral investigation shall not include a search of any records, except public records, without the consent of the applicant/recipient. Some information may be unobtainable; however, the attempt to secure documentation shall be noted in the case record.

C. Standards to be applied.

Local social services districts shall provide public assistance and care to migrant seasonal farm workers in accordance with the established standards.

## III. Assistance and Care

### A. Emergency Assistance.

When an applicant has immediate need, temporary assistance or care shall be granted pending completion of an investigation. A migrant family with children is eligible to receive EAF pursuant to Department Regulation Section 372.1(a). An individual or couple may receive an emergency grant under Home Relief.

### B. Continuing Need.

After meeting emergent need, should financial need continue, public assistance should continue.

### C. Food Stamps.

Emergency food stamp authorizations shall be made whenever the situation so indicates. An application for food stamps should be made available to all persons requesting it. Outreach efforts should include migrant and seasonal farm laborers. Coordination with private agencies servicing this population is encouraged.

### D. Medical Assistance.

Every attempt should be made to ensure that needed medical services are provided to migrant seasonal farm laborers who are unfamiliar with the locale and possibly may encounter some resistance from local providers.

Department Regulation 360.1(d) states that a personal interview shall be conducted with the applicant at the Social Services Office or at a prearranged location when the person is unable to come to the Social Services Office because of his physical or mental condition.

The lack of public or private transportation may be a legitimate reason for an applicants inability to visit the Social Services Office. In addition, the migrants work schedule and the demands of the crew boss may make it difficult or impossible for him/her to travel to the Social Services Agency to apply and meet the face-to-face requirement for Medical Assistance. Social Services districts are advised to examine each situation, and where necessary an eligibility worker shall visit the migrant at the camp, or schedule a visit with the applicant at an accessible and prearranged location.

### E. Social Services.

Migrant and seasonal workers who desire or need service must complete form DSS-2560, "Application for Services." Generally, if they are employed or expect to begin work shortly, they may need day care for their children. It is especially important that local districts expedite these applications and the provision of services.

A good resource for day care are those day care centers established in agricultural areas throughout the State and operated by the State Department of Agriculture and Markets for children of migrant families. Day Care in these Migrant Day Care Centers is without cost either to the family or the local district referring children to them. Information regarding the specific location, operating time period(s) and general availability of the service may be secured from:

Mr. Kim Blot, Supervisor for Migrant Child Care Program
State Department of Agriculture and Markets
(Telephone: 518-457-4383)

Eligibility for services under Title XX involves the completion of an "Application for Services" (form DSS-2560). Generally, migrants requesting services are categorically related to the public assistance (ADC, HR, EAF), MA or SSI programs, and hence do not have to document their income for eligibility. The applicant's declaration of family size is accepted unless there is good reason to suspect that the declaration is not correct. Delivery of services to eligible migrants shall be made in the manner as prescribed by Department Regulation and policy."

## IV. State Charge Status

As temporary resident, all public assistance granted shall be claimed as State-charge. As State-charge there is no local participation in assistance granted to migrant seasonal farm laborers during the current season. Please refer to Bulletin 6 for claiming procedures, and for necessary record maintenance.

## V. Miscellaneous

Local districts must be sensitive to the need for bilingual information among the migrant and seasonal farm worker population. Every effort must be made to make available printed information in Spanish as well as English. Publications available in Spanish as well as English include:

Public Assistance Programs in New York State
Food Stamps
Medicaid - How New York State Helps When Illness Strikes
Social Services for the Aged, Blind and Disabled

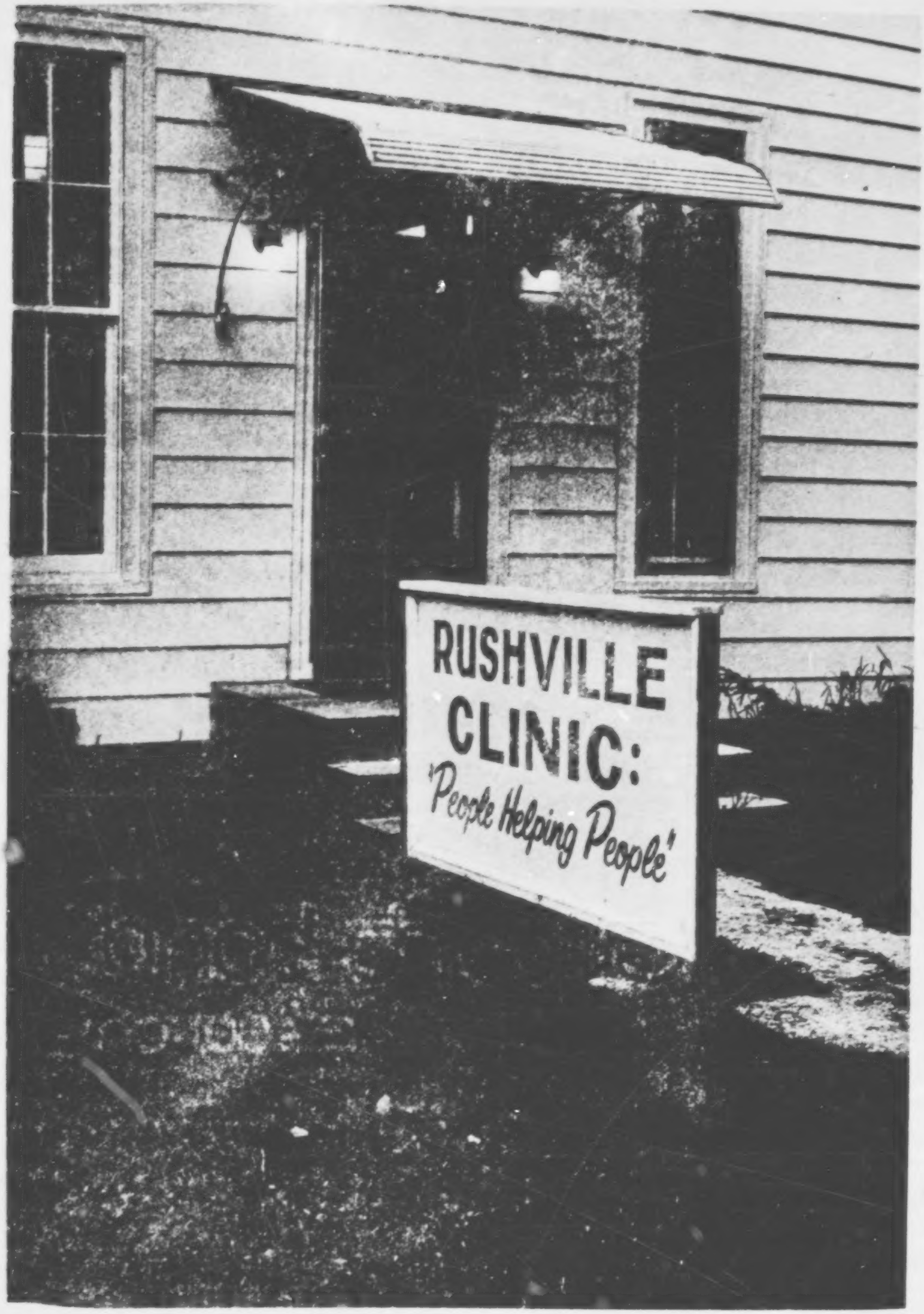

RUSHVILLE
CLINIC:
"People Helping People"

Photo by Roger Smith

## Health Services

Health care for migrant farmworkers in New York State is improving, but much health education and many services are still needed. The statistics related to health problems among migrant farmworker families are still unproportionately high as compared with the "average" American family. The average life expectancy of the adult migrant farmworker is 49 years of age as compared to 72 years for the average American. Many migrant children have never been to a dentist; tuberculosis is seen 17 times as often, venereal disease 18 times, and infestation with worms 35 times as often among migrants as among patients seen by private physicians.[1]

Migrant farmworkers are not covered by any national medical insurance. At present, migrant farmworkers are eligible for some Medicaid assistance in New York State. Regulations vary from county to county so it is necessary for each individual program to contact the local Social Services Department for the specific regulations. The In-camp staff can provide the impetus for the workers to obtain these services.

The East Coast Migrant Entitlement Project of Palm Beach County, Florida operates a pilot Blue Cross/Blue Shield health insurance program for migrant farmworkers. The insurance covers many medical and dental services. Some Florida workers who migrate to New York State are covered by this insurance, but not all. For more information, contact:

Mr. Gene Boneski, Project Coordinator
East Coast Migrant Entitlement Project
Palm Beach County Health Department
West Palm Beach, Florida 33402
Phone: 305-832-8561

Migrant health clinic services are available in many areas where a large number of migrant farmworkers reside. The clinics are usually open one or two nights a week during migrant season. Their staffs are concerned mostly with crisis-oriented health problems because of the shortage of time to treat the extensive health problems the migrant have. There is a need for more preventive health education and care. Limited transportation is provided by some clinics, and the lack of it is a major problem. This is an area where the use of volunteers can be valuable.

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[1] "One Million Migrants: A National Health Problem", Ralph Yarborough. Outlook, 1970. 2 pp.

In-camp staff should alert appropriate health care providers in the service area to individual health needs of the workers. It is suggested that a medical referral form (see Appendix N)be completed on any individual requesting health care and submitted to the appropriate agency. The program director should be notified of any referrals so that additional follow-up may be provided. It is important to set up procedures with appropriate agencies for securing or coordinating health services in each individual area or county.

In view of the fact that teachers will be immediately faced with the workers' health problems, it is imperative that they receive orientation to some of the more common problems and be aware of their treatment. The staff's responsibility is not that of directly providing health services, but as educators, teaching health education and preventive medicine. It is also their responsibility to refer workers with health problems to the appropriate clinic or agency. A person suffering with a health problem is not a good worker or a good learner.

Some of the common health problems found in migrant labor camps include:[2]

1. Head Lice - no major disaster but a nuisance and uncomfortable. They can be identified by seeing the nits (or eggs) that usually appear as "tiny" white shiny specks attached to the hair. The nit is wrapped around the hair shaft and won't blow away when the strands are separated.

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[2] Mrs. Jeanne Stearns, Geneseo Migrant Center's summer program nurse.

You can also run your fingers down the shaft and the nit stays in place. Special shampoos kill the lice and nits, and then the nits have to be removed with a special comb. Refer workers with lice to a health facility. Treatment: It is an easy one. Secure appropriate shampoo from a drug store or health facility. No prescription is needed. It costs approximately $1.04 per 4 ounces at local drug stores.

2. Impetigo - also called muck sores. Actually, it is a low grade infection, easily treated, but if left untreated, sores become deep ulcers under an innocent looking scab. In addition, this infection can become "internal" and cause a very serious kidney disease called nephritis. Impetigo can appear everywhere, including the scalp. As you observe the workers, every raised scab should be suspected. A simple insect bite can become badly infected. Impetigo starts as a water blister and develops into a crusty scab. It spreads from under the scab so the scab must be removed by scrubbing and softening with ointment.

   Treatment: Workers with many sores need to be treated systematically rather than locally. Refer them to the appropriate agencies. The worker can be cured in 5-7 days with persistent treatment. Educate the workers to scrub, not wash, their sores with an antibacterial soap then follow with neosporin ointment and a bandaid. Chlorine is a good treatment for the problem also. This should be done several times a day. You can't possibly do all this for the workers. Teach them how to care for themselves and each other.

3. Pink Eye - actually two different types,viral and bacterial. Viral is not as contagious as bacterial. It does not have crusty discharge so eyes are not stuck together when the person wakes up. Eyes are red, watery, and itch. There is no treatment for the viral type. It will clear up by itself. Bacterial pink eye does have crusty, yellow mucous discharge which is very contagious via hands and eye discharges.

Treatment (for bacterial pink eye): Gantrisn ophthalmic drops. Identify these workers early. Refer them to the appropriate agency.

4. Head Cold - Non-prescription medicine is available for the simple, uncomplicated head colds (i.e., no persistent cough or fever). The medicines available include decongestants and antihistamines. They treat the symptoms - sorry, there is no cure for the cold!

5. Chest Cold - If the worker is coughing, he should have his temperature taken. Chances are ears are also involved. Many of the workers have had high fevers (104°). Don't trust your hand to determine a fever. People with a fever are perspiring; when this evaporates, it makes the skin feel cool. Refer them to the appropriate agencies. TB could be a cause of the chest cold.

6. Ear Infections - especially common in Indian workers. Some have perforated ear drums as a result of repeated infections of the middle ear. They need antibiotic drugs. External otitis (outer canal) is also common. Medicine is now available for this if the person is referred in time. Complaints of itchy ears should be noted and referred.

According to Code 15 of the New York State Health Code, each migrant camp is supposed to have a First Aid kit available to the workers and residents of the camp, but often if available at all, it is not accessible. It is recommended that each teaching team have a First Aid kit for use in the camps.

Recommended contents of a First Aid kit include the following:

2 units - 1" adhesive compress
2 units - 2" bandage compress
1 unit - 3" bandage compress
1 unit - 4" bandage compress
1 unit - 3" X 3" plain gauze pads
1 unit - gauze roller bandage
2 units - plain absorbent gauze - 1/2sq. yd.
2 units - plain absorbent gauze - 24" X 72"
3 units - triangular bandages

1 unit - tourniquet, scissors, tweezers, thermometer
2 units - neosporin ointment
1 unit - aspirin
1 unit - mercurochrome
1 unit - rubbing alcohol

## Day Care

The migrant often becomes a parent early in the adolescent years. This early age of parenthood and the economic need for both parents to work in the fields make day care a much needed service. It adds to the total development of the child and to the education of his parents.

New York State has a well organized system to provide quality education to the preschool migrant children when they are in the state. Every identified migrant child from 3 weeks to five years of age needing day care services receives it. The Department of Agriculture and Markets, in cooperation with the Bureau of Migrant Education, funds migrant day care centers that are "child development" rather than "custodial care" oriented.

In-camp staff should be aware of day care facilities in the service area so that when they are approached by the workers concerning day care center locations, hours, program, etc., they will be able to provide that information.

For further information on day care for migrant children and a listing of all migrant day care facilities in New York State, contact:

N.Y.S. Department of Agriculture and Markets
State Campus
Albany, New York 12234

## Other Supportive Service Programs and Agencies

There are many additional and supportive service programs and agencies serving migrant farmworkers of which the In-Camp Program staff should be aware:

1. Alcoholics Anonymous
2. American Cancer Society
3. American Heart Association
4. American Red Cross
5. Area hospitals
6. BOCES

7. Department of Human Rights
8. Department of Labor (CETA, Rural Manpower)
9. Department of Public Health
10. Department of Social Services
11. Legal services
12. Local libraries
13. Local migrant service centers
14. Local police departments
15. Migrant Ministry
16. Planned Parenthood
17. Sickle Cell Association
18. Universities, colleges and community colleges

It is important to establish well-defined working relationships with representatives of the supportive agencies for maximum benefit to the migrant farmworker families.

There are two supportive educational programs for young migrant adults and teenagers that are important for In-Camp staff to know about: the College Assistance Migrant Program (CAMP) and the High School Equivalency Program (HEP). These programs, located on various college campuses throughout the country, assist migrant youth and adults in enrolling in a college curriculum or obtaining a high school diploma. Financial assistance is provided to the participants. See Appendix 0 for a complete listing of CAMP and HEP Programs in the country.

In addition to working with all the supportive services described in this chapter, the In-Camp staff may be called upon to devote personal time to aiding and serving the workers.

The program director should contact the local and state police in order to establish procedures for the director to be notified if an emergency situation arises so the workers can be assisted and their needs served. For example, at times of personal tragedy and resultant death of a migrant farmworker, an In-Camp staff member who is close to the migrants can be a tremendous aid to local officials in the identification of the dead person presumed to be a migrant. The life style and isolation of migrant workers can and does result in unidentified bodies being found in the rural areas. The program director should assist the authorities to do whatever follow-up is necessary in locating and notifying any family members when such tragedy occurs.

Other supportive services the In-Camp staff can provide are to assist hospitalized workers and or those in jail in any way possible. A worker far from home in an institution here would welcome visits from friends in New York State.

In providing these additional services, it is imperative that proper coordination be maintained with all agencies serving migrant farmworkers.

There are many additional supportive service programs and agencies serving migrant farmworkers of which the In-Camp Program staff should be aware.

Because problems encountered in a migrant camp by the In-Camp teaching staff are widely diverse and often unique to the migrant worker's situation, some common problem situations and procedures to follow toward solutions are described in the Migrant Services Key. They should assist a teacher or tutor immensely in providing service to the migrant workers. (See Appendix P).

Photo by Bill Cronin

# CHAPTER V

## FOLLOW-UP OF EDUCATIONAL SERVICES

The New York State harvest season is approximately six months long; thus, the migrant farmworkers are in the area a relatively short period of time. Many times, however, crews are in the state only two to four months, depending upon the crops being harvested or processed. The staff of any educational program serving these workers must take into account the fact that continuity of services is a must in order to effect any lasting change in the lives of the people being served.

Therefore, follow-up services in the home base must be offered to provide this desperately needed continuity. Enrollment and participation in a short-term educational program in New York State can motivate a worker to begin or continue his education, but cannot provide all the educational skills necessary for a life style of his choice.

It is the responsibility of the program director or assistant director to establish contact with home base agencies or programs. Forty-eight states in addition to Puerto Rico have migrant education departments (usually located in the State Education Department or State Department of Public Instruction) as well as regional and local migrant programs.

Visits to, or telephone conversations with appropriate home base personnel are two of the most effective ways of initiating continuity of services for the workers Written academic achievements and evaluations, as well as personal profiles, if possible, assist greatly in the placement of the workers.

In following its philosophy of comprehensive and continuous service to migrant farmworkers, the Geneseo Migrant Center utilizes the following forms which record and transfer all relevant data on each program participant to his next home. These forms may be copied or modified for use in similar migrant programs.

1. Adult Learner Form

The Adult Learner Form (AppendixQ ) should be completed on each migrant that has participated in the program, and wishes to continue his education. The form is self-explanatory, but the following guidelines may assist in accurate and effective completion of the form.

Goals/Needs:

a. Identify individuals that you have worked with who are interested in continuing their education or pursuing a new vocation.
b. When obtaining the address of the worker, be sure you get both mailing and living addresses. This will expedite locating the worker in the home base state.
c. Discuss with the worker his goals and help identify any objectives required to attain his goals. Note any special needs or problems that may affect attainment of the goals (family responsibilities, handicaps, lack of transportation, etc.).

Progress in New York State Program:

a. State the dates of the learning period.
b. Briefly describe the course of study followed, materials used, and achievements. Note any study materials the learner has taken home. Also note any other steps taken such as letters of inquiry or application for programs or goal-oriented information. Briefly describe the strengths and skills you feel the learner now has.

Follow-up Desired:

a. State specifically what services the worker should have in the home base state to acquire his goal, such as High School Equivalency, Adult Basic Education, or Vocational Education.

Additional Comments:

Add anything that you feel would expedite the learner's success. Any problems or experiences not noted elsewhere may be included here.

2. Migrant Student Record Transfer System Enrollment Form

If there are any migrant workers 21 years old or younger in a camp being served that have not been enrolled on the MSRTS, it is the in-camp teacher's responsibility to complete the enrollment form (Appendix R) and return it to the program director for transmittal to the appropriate MSRTS terminal.

The MSRTS is a nationwide computerized system (central data bank is located in Little Rock, Arkansas) designed to assure continuity of educational and health services for migrant children (birth to 21 years of age). It provides rapid transmittal of pertinent academic and health data to and from schools or programs participating in the system. A sample MSRTS form is included in Appendix S.

New York has three terminals serving the state. The terminal operator for your area can answer any questions concerning the system, and the staff of the Little Rock, Arkansas data bank will provide training for staff.

The three terminals and the operators are:

Rita Lowe, Terminal Operator
Region I
Orleans-Niagara BOCES
Medina, New York 14103
716-798-4389

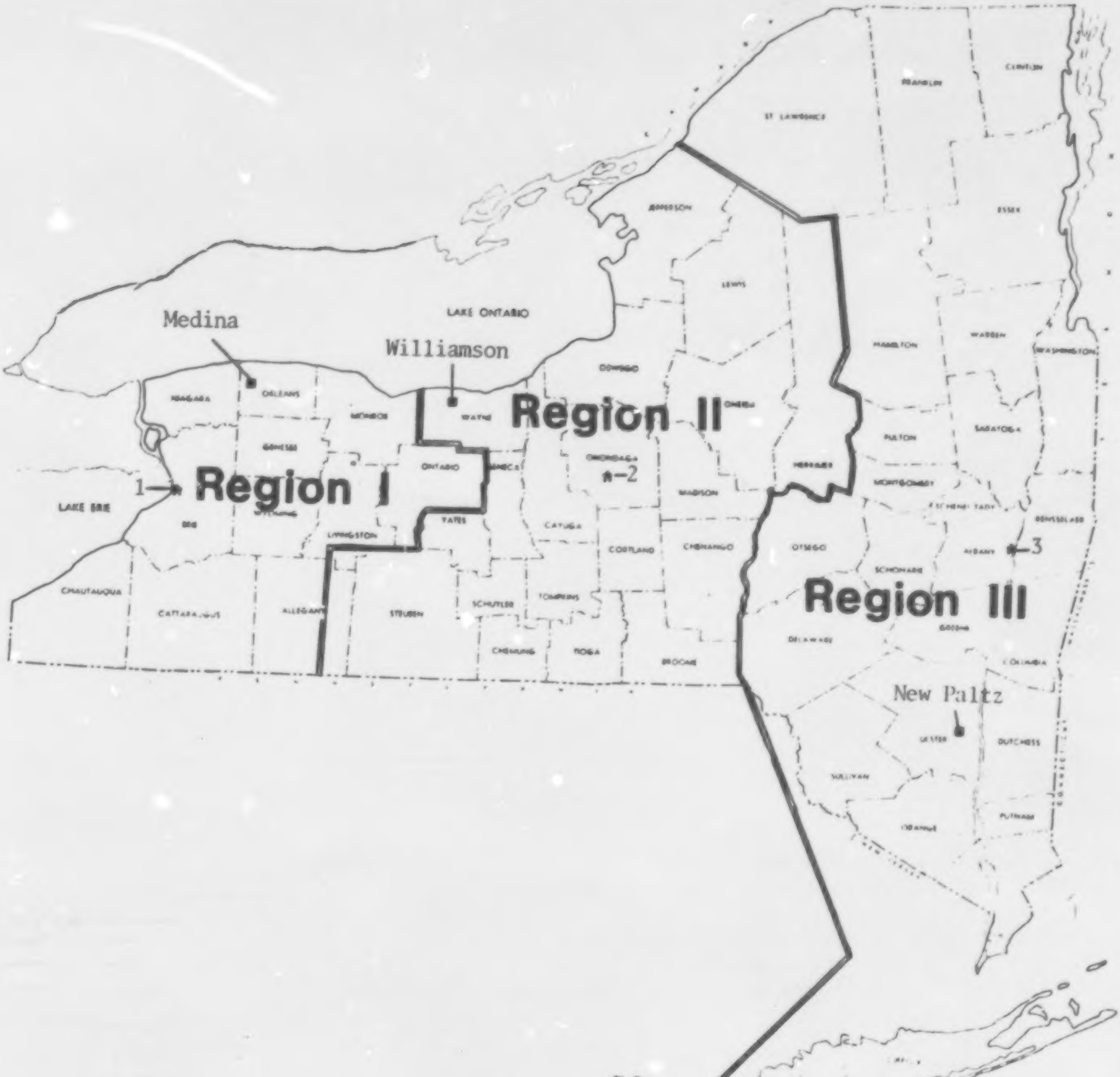
Pat Cormier, Terminal Operator
Region II
Wayne Educational Center
Williamson, New York 14589
315-589-9180

Chris Rowe, Terminal Operator
Region III
Ulster County BOCES
New Paltz, New York 12561
914-255-1405

The Coordinator/Trainer is:

Donna Griffith
Coordinator/Trainer, MSRTS
336 Dickerson Dr. N.
Camillus, N.Y. 13031
315-487-0280

The map below identifies the regions and locations of the terminals.


Medina
Williamson
New Paltz
Region I
Region II
Region III
1
2
3
LAKE ONTARIO
LAKE ERIE
NIAGARA
ORLEANS
MONROE
WAYNE
GENESEE
ONTARIO
ERIE
WYOMING
LIVINGSTON
YATES
CHAUTAUQUA
CATTARAUGUS
ALLEGANY
STEUBEN
SCHUYLER
CHEMUNG
TOMPKINS
TIOGA
CAYUGA
ONONDAGA
CORTLAND
BROOME
CHENANGO
MADISON
ONEIDA
OSWEGO
LEWIS
JEFFERSON
ST LAWRENCE
FRANKLIN
CLINTON
ESSEX
HAMILTON
WARREN
WASHINGTON
SARATOGA
FULTON
HERKIMER
MONTGOMERY
SCHENECTADY
RENSSELAER
ALBANY
OTSEGO
SCHOHARIE
GREENE
DELAWARE
COLUMBIA
ULSTER
DUTCHESS
SULLIVAN
ORANGE
PUTNAM

3. Uniform Migrant Adult Transfer Form

In 1973, the Geneseo Migrant Center funded a study entitled "The Feasibility of Using the Existing Migrant Student Record Transfer System to Promote Continuity of Learning for Adult Migratory Farmworkers," conducted by James A. Roberts. One of the purposes of the study was to initiate a procedure to "enable the unskilled migrant and seasonal farmworker, living marginally at the periphery of society, in many cases illiterate, to move from his present condition to functional citizenship, with economic independence due to gainful employment of developed workable skills."

Another purpose was to study the feasibility of linking with the computerized MSRTS. While the study did determine that the MSRTS could serve the adult as well, this has not yet become a reality.

As a result of the study, however, the Uniform Migrant Adult Transfer Form was developed and has since been used on a pilot basis in Geneseo Migrant Center programs serving adults. The form is presently being modified and again; the possibility of linking with a national dissemination system is being explored. (Appendix T )

For specific instructions on completing the form, the Roberts study is available upon request from the Geneseo Migrant Center.

4. Migrant Profile Form

In order to provide the necessary services, either while the workers are still here, or as follow-up, it is suggested that the Migrant Profile Form (see Appendix U), or modification of it, be completed by the in-camp staff weekly and submitted to the program director for follow-up activities. These should be provided immediately and recorded.

Photo by Roger Smith

# CHAPTER VI

## EVALUATION

The evaluation procedures for an In-Camp Learning Program may be varied. Each program must be sure to meet the guidelines of its funding source(s). Federal, state and local agency guidelines may vary considerably.

The evaluation component of the program should, however, include the following:

1. Evaluation activities of in-camp teaching staffs
    a. Recording of observations (see Appendices U and V for "Profile Sheet" and "Weekly Attendance Report").
    b. Administration of the California Achievement Test - adult version (given at the beginning and conclusion of the program).
    c. Administration of the LVA READ pre- and post-test or the ESL Placement pre- and post-test, if appropriate.
    d. Written evaluation of individual lessons, i.e., did the lesson meet the prescribed objectives (see "Planning for Instruction" sheet, Appendix F).
    e. Progress charts and reports on each student.
    f. Completion of the "In-Camp Evaluation Form" at the end of the program (see Appendix W).
2. Informal Evaluation by the Migrant Participants
    a. Written and verbal observations.
    b. Tapes, photographs, stories, etc. by participants.
    c. Meetings with program staff to evaluate portions of the program.
3. Evaluation by Growers of Participating Camps
    a. Written and verbal evaluation.
    b. Meeting with program staff.

When all the evaluation materials have been received and tabulated, the program director must assess the resultant data in order to determine the effectiveness of the program and to plan accordingly for future programs.

The program director should also periodically evaluate the staff as to their effectiveness in working with the adult migrant farmworkers and in providing relevant learning experiences. This evaluation should be reviewed with the staff members each time so they may improve their teaching techniques. See Appendix X for a sample teacher evaluation form used in the 1976 Geneseo Migrant Center In-Camp Learning Program.

For the purpose of evaluating the effectiveness and services of the program other than the educational component, a log of services provided to the workers should be maintained and reported to the funding source. This will assist in future planning of a comprehensive In-Camp Learning Program.

Photo by Roger Smith

# PART II

# GENESEO MIGRANT CENTER'S IN-CAMP LEARNING PROGRAM - SPECIFICS

# CHAPTER VII

## INTRODUCTION

Part I of this Guidebook presented general guidelines for the development of an In-Camp Learning Program for migrant farmworkers. To provide more specificity on program activities and supportive services, Part II describes the 1976 In-Camp Learning Program conducted by the Geneseo Migrant Center.

### Background

The Bureau of Migrant Education of the N.Y.S. Education Department provided funds for the Center's first in-camp program in 1971. The program was then called the Teenage In-Camp Program because it evolved from the need to provide educational services to teenagers who could not attend the Center's daytime program. Because the older children needed to work in the fields during the day to help support their families, the availability of an in-camp program enabled the youth to work during the day and receive instruction in the evening.

The program has been conducted in Livingston, Steuben and Wyoming counties every migrant season since then, incorporating modifications and improvements based on continous evaluation by the staff, workers, crewleaders and growers.

As more and more adults became interested and involved in the program, it became imperative to seek funds for adult education. Thus in the fall of 1975 funds were requested from the N.Y.S. Division of Continuing Education to conduct the In-Camp Learning Program. The 1976 In-Camp Learning Program, also funded by Continuing Education, is described in Part II.

Any of the information or materials presented in this section may be adapted to other program needs. The Program Narrative outlines the overall purpose of the program as well as specific educational needs, objectives, learning experiences and evaluative procedures.

Photo by Bill Cronin

# CHAPTER VIII

## IN-CAMP LEARNING PROGRAM - 1976

### Narrative

### Statement of Need

Migrant farmworkers are probably the most ill-represented and undereducated group of people in the United States. The educational statistics relating to migrant workers are staggering. Ninety per cent of the children of migrant farmworkers drop out of school, and those who do stay in school are usually behind two or more years in reading, math and other subjects. With these statistics on high school dropouts, seldom will migrant adults be found who have finished high school. In fact, through research, migrants are recognized as being one of the four groups found to be predominantly functionally illiterate. The other three groups are: older persons, white and non-white; persons living on farms, especially Negroes; persons with rural backgrounds who have moved to urban centers.

However, migrant farmworkers travel throughout the country, following the seasons, and they have developed many valuable coping skills that most people don't possess. They are able to find isolated areas without even being able to read a road map or sign.

The migrants' lack of education has extremely limited their possibilities. The farmworkers need to master tools of communication, thinking and self-direction that will best help them make those decisions critical to their daily and future lives. The first step to enable the migrant workers to gain these tools is for them to become at least functionally literate and eventually to obtain their needed high school credentials.

Seventy-five per cent of migrant farmworkers throughout the country are Mexican American and many are unable to speak English even though they have lived in the U.S. for many years. Inevitably, many problems are encountered by the workers when they are unable to communicate in the English language.

Due to lack of alternatives, lack of education and isolation for a variety of reasons, the incidence of alcoholism is very high among migrant farmworkers. In fact, alcoholism is probably one of the most severe problems. Anything that can be done to alleviate it will be beneficial to the workers' learning and living environments.

This project will serve the migrant population in Livingston, Northern Steuben and Wyoming Counties. Approximately 400 workers from 15 camps will be served. Southern black migrants comprise the majority of the workers but there will also be Mexican Americans, Puerto Ricans and whites.

## Program Rationale

Programs evolve in response to specific needs. An In-Camp Learning Program should meet the specific needs of the out-of-school youth and adult population of migrant farmworkers. Older youth oftentimes are not able to participate in school educational programs because they are needed to work in the fields to supplement the family's meager income. Despite the existence of educational programs for the benefit of the rural adult population, the particular handicaps of migrant life frequently prevent migrants from knowing about or becoming involved in them. Direct services delivered to migrants in their living environment present an effective method for assisting them and their families in coping with all aspects of life - education, health, nutrition, etc.

The variety of ethnic and cultural groups comprising the migrant stream in New York State also requires that programs developed are sensitively structured so as to remain responsive to the differences, needs and interests of each group. These needs, however, cannot be observed or understood from afar - it is again direct and very close personal involvement in the life as it is lived that gives each camp or group its particular flavor, and each program conducted there its individual focus. How much easier it is also to effectively communicate with, understand and help the person who is at least relaxed and "at home," rather than feeling uncomfortable outside his own environment. It diminishes as well the need for transportation, which the migrant so rarely has available to him.

The primary intent of an In-Camp Learning Program is that of education. However, other areas such as health and supportive services will have to be addressed in order to achieve a conducive learning environment. The variety of camp activities and energy expended by program staff on otner than narrowly defined educational ones is vital to the effectiveness of the program.

Goals

1. Through in-camp education, the adult farmworkers will master those tools of communication, thinking and self-direction that will best help them make those decisions critical to their daily and future lives.
2. A second edition of the Guidebook: In-Camp Education for Migrant Farmworkers will be written, incorporating the newer and more effective teaching techniques and materials developed and utilized by the in-camp teachers and tutors.

| Objective | Activities | Evaluation |
|---|---|---|
| 1. Throughout the months of July, August, September and October, 1976, the information in the Guidebook: In-Camp Education for Migrant Farmworkers will be field tested through an In-Camp Learning Program for adult migrant farmworkers. | 1.a. By July 1, 1976, staff for the In-Camp Program will be screened by the program director and Migrant Center director. Each new staff will be given a one-week probation period in the field before final hiring will take place. | 1.a. A list of all applicants will be k and appropriate background materia (i.e., resume and letters of refer on each will be filed. Affirmativ Action policies of SUC at Geneseo will be complied with. |
| | 1.b. As the migrant crews arrive in the program area, grower and crew leader approval to conduct the program in the camps will be obtained, and teachers and tutors will be placed in individual migrant camps (July, August, part of September). | 1.b. A list of staff assignments will b compiled, including name of camp, work nights, etc. |
| | 1.c. During the first working week in the camp, the staff will conduct individual assessment of the migrant participants. The Needs/Assessment Form in both Spanish and English will be utilized. The staff will also administer the Adult version of the California Achievement Test (CAT). | 1.c. Completed Needs/Assessment Forms wi be kept on file; the weekly lesson plans will be matched with the Neec Assessment Forms to assure that individual needs of the participants are being met; test results will be recorded and analyzed. |
| | 1.d. Each Monday, every staff member will be required to complete and submit the following information to the program director:<br>-Lesson Plan<br>-Weekly Attendance Report<br>-Migrant Profile Sheet | 1.d. Each form will be read and filed in individual staff folders. |
| | 1.e. Each week the program director and Geneseo Migrant Center director will review the lesson plans and meet with the teachers regarding their plans. | 1.e. The lesson plans will be reviewed, comments made in writing, and the plans filed. |
| | 1.f. Every two weeks throughout the program, the entire staff will meet to participate in staff development. Inservice sessions will include discussion on:<br>-program narrative and philosophy | 1.f. Minutes of each meeting will be recorded; suggestions for the Guidebo will be incorporated; a list of con sultants conducting inservice will be maintained; and staff evaluation will be recorded. |

## In-Camp Learning Program - 1976

| Objective | Activities | Evaluation |
|---|---|---|
| 1. (continued) | 1.f. (continued)<br>-staff guidelines, policies, procedures and responsibilities<br>-bilingual/bicultural education<br>-teaching materials and equipment<br>-assessment, planning and evaluation procedures and techniques<br>-availability of supportive services and/or programs<br>-use of migrant aides and volunteers | |
| | 1.g. Throughout the program, teachers and tutors will work three evenings a week for three hours each evening to provide educational activities to the adult migrant participants. Based upon individual needs and utilizing appropriate media and teaching techniques, a variety of educational activities will take place. The interested migrant participant will:<br>-work toward completion of a high school program;<br>-learn to read and write commensurate with ability, pace and interest;<br>-learn English as a second language when appropriate;<br>-maintain a home environment supportive of the children's school efforts, make educational materials for activities, and provide learning experiences for the children;<br>-explore creative and occupational potential through a variety of educational experiences<br>-be able to describe the uniqueness of their own and other cultures (the Migrant Heritage Studies Kit developed by the Migrant Center will be utilized) | 1.g. -Progress charts and achievement r ports will be maintained on the p ticipants;<br>-Self-assessment checklists will b maintained by the participants;<br>-The number of students obtaining their high school credentials wil be recorded;<br>-Progress and achievement reports the participants will be maintain<br>-Pre- and post-tests (LVA-READ; LV ESL and CAT) will be administered the participants, and data tabula<br>-Checklists of reading materials s ted will be recorded;<br>-Vocabulary/comprehension tests wi be given and recorded;<br>-Checklists and assessments of act ities of adults with the children will be utilized;<br>-Informal tests will be given to t understanding of child developmen phases;<br>-an assessment of educational game will be developed;<br>-pre- and post-occupational intere inventories will be given and ski checklists maintained; |

| Objective | Activities | Evaluation |
|---|---|---|
| (continued) | 1.g. (continued)<br>-describe and demonstrate proper health and hygiene practices;<br>-become competent in the use of Red Cross first aid methods;<br>-be able to list five medical and dental services available in the county in which he/she resides;<br>-be able to demonstrate good nutritional practices and techniques;<br>-become competent in sewing, home beautification and safety, to improve the quality of life in the migrant camp. The migrants will be able to use the skills learned in their homes in the home base area; | 1.g. (continued)<br>-stories written by the migrants themselves including facts unique to their cultures will be utilized for instructional as well as evaluative services;<br>-dramatic (or other medium) presentations will be performed by the students;<br>-pre-and post-attitude inventories will be taken<br>-observation checklists will be kept;<br>-reactions to the Migrant Heritage Studies Kit will be recorded;<br>-List of films shown will be recorded with participants' comments;<br>-A list will be compiled of medical and dental services available in the program area;<br>-A list of sample menus will be developed;<br>-Teacher observation of camp improvements will be recorded. |
|  | 1.h. At the end of the program, the in-camp teachers will complete the Adult Learner Form and the Uniform Migrant Adult Transfer Form on each student who has participated in the program. | 1.h. -Follow-up will be conducted and recorded on the completed Adult Learner Form and the Uniform Migrant Adult Transfer Form; |
|  | 1.i. Upon receipt of the Adult Learner Form and the Uniform Migrant Adult Transfer Form, the program director will make contacts either by phone or letter with the agencies or programs in the home bases and provide follow-up and support for the workers who participated in the educational and alcohol programs. | 1.i. -Feedback from the agencies and programs contacted by the program director will be tabulated and used in the following year's program as a starting point. |

| Objective | Activities | Evaluation |
|---|---|---|
| (continued) | 1.j. Throughout the program, supportive services will be provided to migrant participants. The program director will contact the following agencies to receive supportive services for the workers:<br>-Wyoming, Livingston and Steuben County Health Departments - medical services;<br>-Milne Library, SUC at Geneseo - library books and magazines;<br>-Livingston-Steuben-Wyoming BOCES - films and other materials;<br>-Rochester Public Library - paperbacks and films;<br>-SUC at Geneseo - use of physical education facilities, fine arts building, College Union, Campus Infirmary, dining halls;<br>-local organizations, business people, individuals - expertise, clothing, blankets;<br>-Volunteer Center at SUC, Geneseo - volunteers;<br>-Livingston County Alcohol Referral Center - counseling;<br>-Children's Demonstration School, Geneseo Migrant Center - school program for the migrant workers' children;<br>-Geneseo Migrant Center - resource center, referral services, staff. | 1.j. -List of contacts will be kept;<br>-List of supportive services and follow-up needed will be maintained;<br>-Account of medical referrals will be kept;<br>-List of volunteers will be recorded. |

| Objective | Activities | Evaluation |
|---|---|---|
| To conduct a pilot alcohol education component with a control group of four of the 15 migrant camps in the program, July 1 through November 30, 1976. | 2.a. The farmworkers in the alcohol education component will participate in educational activities such as math, reading, following lessons, nutrition, health, High School Equivalency, and English as a Second Language. | 2.a. Following a timeline (July 1 - November 30) of activities and results, data from the four migrant camps will be compared with that of the eleven other camps, using a checklist based on the goals of the program. |
| | 2.b. Based on token reinforcement, those participants completing specified educational activities in the area of alcohol and health education will earn points worth monetary value. | 2.b. Data will be collected and tabulated through teacher observation, written checklists, and other techniques and devices regarding the successfulness of the alcohol education component. |
| | 2.c. Manuals on alcohol education will be reviewed by the program staff and utilized in instruction with the farmworkers in the alcohol education component. | 2.c. A written review of the manuals will be filed by the programdirector and in-camp staff. |
| | 2.c. Curriculum materials at appropriate reading levels as determined through assessment by program staff will be utilized. | 2.c. Written review of the curriculum materials utilized will be filed for use in next year's program. |
| | 2.d. The participants will learn about health and nutrition habits, including balanced diets, personal hygiene, venereal disease, first aid, medical and dental services available, etc. This will be done through the use of films and filmstrips, small group discussions, individualized instruction, visits to facilities. Materials appropriate for migrant farmworkers will be utilized. | 2.d. A checklist will be utilized, noting participant knowledge of the informatior to be studied, both before and after the activities. |
| | 2.e. Participants will view movies on black history, black heroes, current events affecting blacks, health problems common to blacks, etc., followed by discussions. | 2.e. Written evaluation by the participants will be reviewed and kept on file for future program planning. |
| | 2.f. Participants will read black history and literature, write stories of their own lives and experiences, participate in informal | 2.f. The Migrant Heritage Studies kit will contain materials developed by the |

## In-Camp Learning Program - 1976

| Objective | Activities | Evaluation |
|---|---|---|
| 2. (continued) | 2.f. (continued)<br>discussions, assisting with the black component of the Migrant Center's Migrant Heritage Studies Project.<br>2.g. The program director will follow up with programs and agencies in the migrants' home bases to obtain continuous support for them when they leave New York State. Contact has been established with programs in the home bases of Florida, Texas and Puerto Rico regarding this follow-up. | 2.f. (continued)<br>participants in this component. The entire Kit will be reviewed by educational and other agencies nationwide.<br>2.g. Written and verbal communication with the home base agencies will be logged and used when continuing services to the participants when they return to New York State. |
| . Following the completion of the program, the Guidebook: In-Camp Education for Migrant Farmworkers will be refined by the program director and other Center staff and submitted to the NYSED Division of Continuing Education. | 3.a. Teachers and tutors will give written and verbal input to the program director regarding the effectiveness of the Guidebook through the field testing sessions.<br>3.b. Field test data will be collected from the program staff at the bi-monthly staff meetings.<br>3.c. A performance-based competency checklist will be developed by the program director and director of the Geneseo Migrant Center to evaluate the effectiveness of the program staff. This checklist will be included in the Guidebook.<br>3.d. Twenty-five copies of the revised Guidebook will be made available to State Education Department's Division of Continuing Education for dissemination. | 3.a. Data will be collected and analyzed, the end result being the refined Guidebook.<br>3.b. Data will be collected and analyzed.<br>3.c. Data from the completed checklists wil be analyzed and incorporated into the Guidebook.<br>3.d. Records will be kept on number of requests for the Guidebook. |

| Objective | Activities | Evaluation |
|---|---|---|
| . Throughout the project (July 1 through November 30, 1976) the Geneseo Migrant Center director and program director will be responsible for all necessary management details of the project. | 4.a. The program director, with the approval of the Migrant Center director, will order all the necessary materials and supplies for the program. | 4.a. Copies of orders will be kept on file. As orders arrive they will be properly inventoried. |
| | 4.b. The program director and administrative assistant of the Migrant Center will secure and keep on file a resume and two letters of reference on each staff member, as well as the Affirmative Action materials required by SUC Geneseo. | 4.b. A personnel file will be kept on each staff member. |
| | 4.c. The program coordinator will submit, through the administrative assistant, personnel forms and time sheets for the teachers, tutors and aides to the Geneseo branch of Research Foundation of SUNY. | 4.c. Personnel forms will be submitted to th Geneseo Research Foundation office. |
| | 4.d. The Migrant Center director and program director will complete and submit to S.E.D. the necessary quarterly progress reports, final report and final claim forms within the limits of the guidelines of S.E.D. | 4.d. Quarterly reports, the final report, and final claim forms will be submitted to S.E.D. |

## In-Camp Learning Program Activities Timeline
## 1976

| | JULY | AUGUST | SEPTEMBER | OCTOBER | NOVEMBER |
|---|---|---|---|---|---|
| **OBJECTIVE 1:** Program Operation & Field Testing | Screening & hiring of staff | ------------------------- | all activities | ------------------------- | Data tabulation |
| **OBJECTIVE 2:** Pilot Alcohol Education Component | Identification of 4 camps | ------------------------- | all activities | ------------------------- | Data tabulation |
| **OBJECTIVE 3:** Refinement of Guidebook | 2 staff meetings meetings | 2 staff meetings | 2 staff meetings | 2 staff meetings | Final staff evaluation meeting & then refinement of Guidebook |
| **OBJECTIVE 4:** Management | Ordering of supplies<br>Organizing personnel files | ---------------- | all activities | ------------------------- | Final claims and reports |

Personnel

The staffing for the project will include:

1. Project Manager - The Project Manager will be responsible to the Geneseo College president for improving services to migrant farmworkers. This person is responsible for all grantee actions and operations, including those of a financial nature. This person must ascertain that grantee financial operations are adequate; that all grant conditions complied with; that the entire financial operation complies with grantee policies and standards; and that the monies are expended for lawful, well-needed purposes within budgetary limitations. Proper accounting for the financial and other resources is an inherent responsibility.
2. Program Coordinator - This person will be responsible to the Project Manager for writing the budget and narrative; hiring and supervising staff; recruiting the migrant camps by talking with growers and crew leaders; planning agendas and organizing orientation and inservice meetings; keeping a running account of all expenditures; ordering supplies and materials; implementing and evaluating the objectives of the program; writing final reports, and maintaining the smooth operation of the program.
3. In-Camp Teachers - The teacher will assess the individual educational needs of the workers through association with the migrants in the camps; plan educational activities according to the assessed needs; identify with the assistance of other staff a migrant aide to assist with the educational program in each camp; supervise the tutors and aides working in the camps; be aware of all educational, health, social service or other supportive services available to the migrants, particularly in the program area; refer any medical, dental or social problems of the workers to the appropriate individuals or agencies; attend orientation and inservice meetings; comply with all program policies and procedures; complete and submit to the

program coordinator all required forms and/or reports.

4. In-Camp Tutors - The tutor will assist the in-camp teachers in meeting the specific educational needs of the workers; tutor on a one-to-one basis, utilizing the LVA technique, any worker desiring to learn to read or write; attend orientation and inservice meetings; comply with all program policies and procedures; and complete and submit to the program director all required forms and/or reports.
5. Migrant Aide - The aide will assist the teachers and tutors in any way needed (i.e., tutoring on a one-to-one basis, etc.); alert all workers in the camp when teachers are to arrive, or of any change in plans; be responsible for any equipment kept in the camp for instructional purposes.
6. On-Campus ABE/Secondary Specialist - This person will work closely with the participating migrants on the SUC at Geneseo campus when weather or other reasons prohibit them from working in the fields. Individual needs will be acted upon promptly and appropriately by the teachers. Individualized instruction will be implemented; Adult Basic Education will be provided by the teacher when appropriate.

## Facilities

Educational activities in the camps are usually conducted in the commissary or in individual rooms; however, if there is no facility available, one alternative is the use of mobile units in the camps, with the permission of the growers and crew leaders.

The Geneseo Migrant Center has available two mobile units to aid the in-camp teachers in providing additional learning experiences for the workers. A creative teacher can turn a mobile unit into an exciting and motivating in-camp classroom. These units were purchased in 1972 with funds provided by the NYSED

Division of Occupational Education Supervision.

A third mobile unit is a reconverted bus donated by the Lyndonville Central School district. It contains work tables, chairs and individual learning centers with educational materials and equipment to teach Adult Basic Education, home economics, consumer education, typing, sewing and many other activities. The unit, called the Geneseo Mobile Learning Center, provides excellent space for small group instruction, movies and rap sessions, and is very flexible in terms of moving from camp to camp throughout the season.

The Geneseo Migrant Center, State University College at Geneseo facilities and staff will be constantly available to any program staff. The State University at Geneseo is very cooperative and its facilities are available to the program.

Photo by Roger Smith

GENESEO MIGRANT CENTER
IN-CAMP LEARNING PROGRAM - 1976

Summary of Activities

| Name of Camp | Teachers | # of Migrants | Sample Activities |
|---|---|---|---|
| WYOMING COUNTY: | | | |
| Jefferson | Joan Gilmartin<br>Bill Marceau | 12 | U.S. geography with teacher-made game.<br>Anatomy through filmstrip, animals killed by crew members, and plastic models.<br>Map skills.<br>Nutrition bingo.<br>AIM discussion booklets.<br>SRA reading booklets.<br>Reading For Understanding.<br>Math bingo.<br>Jeopardy game made for review.<br>Common diseases.<br>Fractions. |
| Mehlenbacher Trailers | Cathy Hardy<br>Charles Collins<br>Migrant Aide:<br>Chester Holley | 40 | Local geography.<br>Experience stories.<br>Black history.<br>Following instruction through building a box.<br>Individualized folders.<br>Using the telephone and directory. |
| Finch | Lynn Cornell<br>Chris Logan<br>Migrant Aide:<br>Jim Remington | 20 | Practical math survival skills.<br>Sight word recognition.<br>Black culture.<br>Driver education.<br>AIM discussion booklet.<br>Alcohol simulation game.<br>LVA experience story technique.<br>Map skills. |
| Simmons | Janice Talbot<br>Robert Sherman | 35 | U.S. geography - identification of place of birth, states traveled, etc.<br>News awareness by use of a community bulletin board.<br>Feelings collage. |
| Hunter | Darlene Ackerly<br>Marty Teller<br>Roy Trowbridge | 20 | Map and states games to teach geography.<br>Math activities and games.<br>Reading skills and vocabulary development with book and sentence scrabble.<br>Black culture.<br>Reading - LVA. |

## IN-CAMP LEARNING PROGRAM - 1976 Summary of Activities

| Name of Camp | Teachers | # of Migrants | Sample Activities |
|---|---|---|---|
| Dickerson | Jeff Werner<br>Emma Wester<br>Migrant Aides:<br>Johnny Settles<br>Geneva Sherrod<br>Eddie Williams | 55 | Creative writing.<br>Career awareness.<br>Photography.<br>Black culture.<br>Map skills.<br>Typing.<br>Nutrition.<br>Obstetrics. |
| Smith | Barbara Kestenbaum<br>Charles Wallace | 45 | Work attack skills.<br>Dictionary skills.<br>Cooking. |
| Roberts | Jay Drake | 2 | Reading comprehension.<br>Letter writing.<br>Vocabulary expansion.<br>Vowel sounds. |
| James | Karen Crawford<br>Mark McClurg | 25 | First Aid - posters, pamphlets and role playing.<br>Black culture - movie.<br>Math in relationship to their lives - gross earnings, unit pricing, etc.<br>Dictionary skills and vocabulary expansion. |
| Anderson | Sylvia Kelly<br>Roy Trowbridge<br>Darlene Ackerly<br>Migrant Aide:<br>Sara Anderson | 25 | Math skills crossword puzzles.<br>News awareness.<br>First Aid.<br>Map skills.<br>AIM discussion booklets<br>Poetry<br>Sales tax.<br>Video taping.<br>Following directions.<br>Filling out forms. |
| Fletcher | Bob Waller<br>Janice Waller | 45 | Consumer education using newspaper ads, books, vocabulary lists, etc.<br>Letter identification through leather work. |

IN-CAMP LEARNING PROGRAM - 1976 Summary of Activities

| Name of Camp | Teachers | # of Migrants | Sample Activities |
|---|---|---|---|
| STEUBEN COUNTY: | | | |
| Houston | Amy Barone<br>Steve VanDyke<br>Migrant Aide:<br>Ernest Ward | 30 | Giving specific directions.<br>First Aid skills through role playing.<br>Consumer education.<br>AIM discussion story.<br>World geography.<br>Communication through media.<br>Values clarification exercise. |
| Jordan | Fred Mingrino<br>Karen Crawford<br>Migrant Aide:<br>Jesse Daughtridge | 30 | SRA reading.<br>Math bingo.<br>Yatzee.<br>Reading for Understanding. |

Approximate Number of Migrants Served - 384

## CHAPTER IX

## SUPPORTIVE SERVICES AND PROGRAMS

### Introduction

The philosophy of the Geneseo Migrant Center is to provide comprehensive services to migrant farmworker families. In addition to the utilization of the programs, agencies and other services described in Part I, Chapter III, several additional programs have been developed and are operated by the Center to complement and augment the In-Camp Learning Program.

These programs are:

1. Mobile Units

Educational activities in the camps are usually conducted in the commissary or in individual rooms; however, if there is no facility available, one alternative is the use of mobile units in the camps, with the permission of the growers and crewleaders.

The Geneseo Migrant Center has available two mobile units to aid the in-camp teachers in providing additional learning experiences for the workers. A creative teacher can turn a mobile unit into an exciting and motivating in-camp classroom. The Center's two units (purchased in 1972 with funds provided by the N.Y.S.E.D. Division of Occupational Education Supervision) are also equipped for occupational training activities.

Mobile Unit One is a multi-occupational unit supplied with materials and tools so that a worker can explore several different occupational careers. The second occupationally equipped mobile unit is an early childhood unit where parents can learn about child care and development.

2. Workshops-In-The-Arts Program

An integral part of the 1976 In-Camp Learning Program was the Workshops-in-the-Arts Program, funded by the New York State Council on the Arts. The program was conducted throughout the migrant season from August 1 to October 31.

A reconverted school bus was used as a base for the program. The bus went to migrant camps in Wyoming County on a rotating basis of one camp per week. For four evenings per week an artist provided art instruction to interested migrant workers. The artist also provided demonstrations on skills and knowledge related to the arts. The creative abilities of the workers were enhanced by the instructors' teaching.

The instructor provided instruction in macrame, painting, weaving, quilting, chair caning, and many other areas as interests were expressed by the workers.

The overall benefit of this Workshop-In-The-Arts Program was to provide a population not otherwise served, with a chance to explore and realize their individual skills in the "world of the arts".

3. Weekend Recreational Program

Funded by the N.Y.S.E.D. Bureau of Migrant Education, this program runs the length of the migrant season and gives the families the opportunity to leave the migrant camps on those weekends when there is no work. They participate in a variety of recreational, educational and cultural activities at the State University College at Geneseo Campus and other sites. The program was initiated in 1971. From 75 to 150 migrants participate each Sunday in the program. The Program Description and Summary of Weekly Activities follow.

### Weekend Program Description

The 1976 Weekend Program, funded by the Bureau of Migrant Education and the Division of Continuing Education, and conducted by the Geneseo Migrant Center, was in operation throughout the harvest season, July through October, to serve the migrant farmworkers in Wyoming, Livingston and Northern Steuben Counties.

Workers from 21 labor camps participated in the program, totaling 1,257 workers over the course of the season.

Following is a summary of activities for the program. In addition to the following activities, three (3) meals were served each Sunday to the workers participating. Breakfast consisted of donuts, milk and coffee; lunch was either a cookout or lunch in one of the College dining halls. Dinner consisted of either MacDonald's Restaurant food, box lunches, the Red Barn restaurant menu, or submarine sandwiches.

Each Sunday morning, as an additional component, the Arts and Crafts Center in the College Union was opened for workers to do leather and wood working. An Arts and Crafts instructor was also available through a grant received from the N.Y.S. Council on the Arts to provide art instruction.

As a special activity a chair-caning workshop was offered to teach the workers interested how to cane a chair seat.

Warm clothing was collected throughout the season and a clothing room organized at the Migrant Center so workers participating were able to receive any clothing that they needed.

Besides the regular activities, individual staff members could take small groups of workers to recreation and cultural events in the area. For example, small trips were made to dances, Buffalo Bills football games, etc.

A staff evaluation was held at the end of the program and the following suggestions were made:

a. There should be special activities for the children, men and women.

b. A choice of afternoon field trips should be made available.

c. There should be more direct involvement from the migrant workers themselves in both planning and implementation of the program.

d. More mini-activities, such as the chair-caning workshop, should be provided such as sewing, quilting, etc.

The staff also met with a representative group of the workers to obtain their evaluation of the program. The workers were quite pleased with the program. However, they did make the following suggestions:

a. There should be more softball games.

b. Bowling would be a good activity.

c. There should be separate activities for the women.

d. Parents should be more directly involved in supervising and disciplining their children at the program.

e. The Niagara Falls trip is too long and cold. For those not interested in going, a separate activity should be provided at the College.

f. More tournament events should be provided with competition between individuals and camps.

g. The Wisk card game would be fun.

h. The Roseland Park trip was the favorite trip.

Both the staff and migrant workers' suggestions will be worked into future programs.

Photo by Bill Cronin

# WEEKEND PROGRAM
# 1976

## Summary of Activities

| Date | # of Migrants | Morning Activities | Afternoon Activities |
|---|---|---|---|
| 7/11/76 | 0 | All-Staff Meeting | |
| 7/18/76 | 0 | Migrant crews in the area were working in the fields and were unable to attend the program. | |
| 7/25/76 | 58 | Swimming and recreational activities at SUC Geneseo. Arts and crafts available. | Trip to Roseland Amusement Park and Sonnenberg Gardens in Canandiagua, N.Y. |
| 8/1/76 | 13 | Swimming, basketball, checkers, cards and other activities. Leather working available. | Migrants were working in the afternoon. |
| 8/8/76 | 42 | Recreational activities at Schrader Gym, pool shooting and other activities at College Union. Arts and crafts available. | Chicken barbeque and softball game at Letchworth State Park. |
| 8/15/76 | 98 | Swimming and other athletic events at the College. Pool shooting. Arts and crafts available | Trip to Roseland Amusement Park in Canandaigua,N.Y. |
| 8/22/76 | 91 | Recreational activities: swimming, basketball and other recreational activities in Schrader Gym. Arts and crafts available | Bingo games with prizes at Holcomb Learning Center. Softball game. |
| 8/29/76 | 129 | Trip to Camp Gorton, Boy Scout Camp. | Tour of camp facilities by children, plus special program for the adults created by the migrant children. |
| 9/5/76 | 75 | Basketball, weight lifting, swimming and other recreational events. Pool shooting and ping pong and arts and crafts in the College Union. | Trip to Long Point Amusement Park on Conesus Lake. |

WEEKEND PROGRAM, 1976 - Summary of Activities

| Date | # of Migrants | Morning Activities | Afternoon Activities |
|---|---|---|---|
| 9/12/76 | 161 | Pool shooting, basketball, swimming, etc., at SUC Geneseo. Arts and crafts program. | Cookout at and tour of Letchworth State Park, stopping at many overlooks, Indian Museum, and Mary Jemison Monument. Softball game. |
| 9/19/76 | 123 | Recreational activities at Schrader Gym and College Union. Arts and crafts available. | Adults: Movie, "Alice Doesn't Live Here Anymore."<br>Children: Special activities on the playground at the Holcomb Learning Center, SUC. |
| 9/26/76 | 130 | Basketball, swimming, pool shooting and other events at SUC, Geneseo. Arts and crafts available. | Trip to Strasenburgh Planetarium for a show entitled "Cosmic Mysteries," and the Rochester Museum of Science. |
| 10/3/76 | 179 | Trip to Niagara Falls, USA. | Tour of the Falls area and view of the Falls from the observation tower. |
| 10/10/76 | 124 | Recreational activities at the College. Leather craft available. | Field days at Geneseo State College. Many events and many prizes for all. |
| 10/17/76 | 33 | Pool shooting, ping pong, basketball, swimming and other recreational activities. | Movie: "Four Musketeers," at Newton Bldg., SUC,Geneseo. |
| TOTAL NUMBER | 1,257 | | |

Photo by Bill Cronin

# RECOMMENDED READING

## RECOMMENDED READING

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# APPENDICES

APPENDIX A

# LABOR CAMPS IN NEW YORK

1975

| COUNTY | NEAREST CITY | NAME OF CAMP | CAPACITY |
|---|---|---|---|
| Erie | Brant | Growers & Packers Can Co. | 54 |
| | Eden | Westside Farms | 34 |
| | | W.D. Henry #1 | 8 |
| | | W.D. Henry #2 | 9 |
| | | Zittel | 12 |
| | Evans | Feltz Brothers | 27 |
| | Hamburg | Charles Miller | 8 |
| | North Collins | Lawtons Canning Co. | 16 |
| | West Seneca | Kopps Farms | 9 |
| Essex | Crown Point | Ledge Top Orchard | 15 |
| | Ticonderoga | Johnson Orchards | 26 |
| Greene | Athens | Albright Brothers | 14 |
| Genesee | Bergen | C.B. Foods | 120 |
| | Oakfield | C.B. Foods | 85 |
| Livingston | Avon | Birds Eye | 75 |
| | Leichester | Curtice-Burns Food | 300 |
| | Springwater | Blue Eagle | 24 |
| | | Votypka Bernard | 40 |
| Madison | Sullivan | Sky-High Farm | 50 |
| Monroe | Clarkson | Martin | 47 |
| | Hamlin | Baase | 14 |
| | | Charles Breslawski | 9 |
| | | Elliott | 8 |
| | | Elmer | 20 |
| | | King #4 | 24 |
| | | Luther Moore | 18 |
| | | Nick Breslawski | 10 |
| | | Richard Ophardt | 6 |
| | | Shoemaker | 6 |
| | Hilton | Nalla | 9 |
| | Parma | Burch | 15 |
| | | Collamer | 12 |
| | | Hendershot | 25 |
| | Perinton | Comstock-Greenwood Foods | 100 |
| | Sweden | Sodona | 78 |
| Niagara | Hartland | Schilling | 5 |
| | Newfane | Cornucopia | 40 |
| | | Hobbs | 10 |
| | | Niagara Orchards #1 | 8 |

| COUNTY | NEAREST CITY | NAME OF CAMP | CAPACITY |
|---|---|---|---|
| Niagara (continued) | Newfane (continued) | Niagara Orchards #3 | 32 |
| | | Niagara Orchards #4 | 18 |
| | | Ontario Orchards | 26 |
| | | Phillips Orchards | 12 |
| | | Sayer Farm | 26 |
| | | Singer Camp-Russell | 32 |
| | | Singer Farms | 14 |
| | | Zehr | 13 |
| | Porter | Carter | 7 |
| | | Frank Baker | 30 |
| | Royalton | Jay D. Silsby | 8 |
| | | Silsby Bro. Cold Storage | 10 |
| | Somerset | Connolly Farm | 38 |
| | | Cornucopia | 24 |
| | | Edward Staples | 6 |
| | | Fitch | 24 |
| | | Israel | 6 |
| | | Southland Frozen Foods | 90 |
| | | Whearty Farm | 10 |
| | Wilson | Burrows | 12 |
| | | Fitch | 15 |
| | | Henschel Farm | 8 |
| | | Niagara Orchards | 10 |
| | | Pease | 15 |
| | | Rose | 12 |
| Nassau | Old Brookville | Young | 6 |
| Onondaga | Clay | Hafner Bros. | 10 |
| | Elbridge | Stuart Plantations | 8 |
| | Lysander | Hafner Farms | 8 |
| Ontario | East Bloomfield | Bennett Fur Farm | 19 |
| | Manchester | Silver Floss | 16 |
| | Rusville | Comstock-Rushville | 45 |
| | Seneca | Chris Hansen North | 14 |
| | | Hansen Chris Home | 11 |
| | | Robson Seed #4 | 80 |
| Orange | Blooming Grove | Roes Orchard | 9 |
| | Chester | Cavallaro Farms | 8 |
| | | Russ Battiato #1 | 9 |
| | Goshen | Bialas | 8 |
| | | Charles Gratz | 10 |
| | | Chiron Bros. #3 | 9 |
| | | GGG Farms E | 24 |
| | | G & U Farms | 65 |
| | | Myruskis | 27 |
| | | Prochazka | 14 |
| | | WKW Farms | 10 |
| | Montgomery | Crist Brothers | 37 |
| | | Hoeffner #1 | 8 |
| | | Hoeffner #2 | 13 |
| | | Mountain View | 11 |
| | Newburgh | Filiberti Fruit | 11 |
| | | Gondolfo | 8 |
| | | Hepworth | 12 |

| COUNTY | NEAREST CITY | NAME OF CAMP | CAPACITY |
|---|---|---|---|
| Orange (continued) | Newburgh | Mt. Airy | 30 |
| | Warwick | Bierstine #1 | 50 |
| | | Bierstine #2 | 18 |
| | | Browns | 13 |
| | | Chiron #2 | 34 |
| | | G & G Produce B | 28 |
| | | G & G Produce F | 22 |
| | | George Gurda C | 55 |
| | | Gerczak Farms | 8 |
| | | Gurda Camp A | 86 |
| | | Gurda Camp A-2 | 34 |
| | | John Ruszkiewitcz | 8 |
| | | Ochs Orchards | 9 |
| | | Shuback Farms | 22 |
| | | Ted Sobiech #2 | 14 |
| | Wawayanda | Slate Hill | 36 |
| | | Warren's Turf Nursery | 20 |
| Orleans | Albion | Bowman | 12 |
| | | Lymon Camp | 14 |
| | | Willow Run | 14 |
| | Barre | Pine Hill | 20 |
| | Carlton | Archbald | 7 |
| | | Broadwell | 15 |
| | | Brown's | 30 |
| | | C-B Foods | 24 |
| | | Cornucopia | 50 |
| | | Kirby Bros. | 20 |
| | | Sartwell | 21 |
| | Clarendon | Calarco Bros. | 7 |
| | Gaines | Harding | 12 |
| | | Kirby | 24 |
| | | Lamont #1 | 14 |
| | | Lamont #2 | 14 |
| | | Peolma | 14 |
| | | Rush | 8 |
| | | Silver Creek | 40 |
| | Kendall | Harden Brook | 13 |
| | | Kludt | 12 |
| | | Roger Herman | 20 |
| | | Steffen | 7 |
| | | Wilson | 14 |
| | Murray | Transit View | 14 |
| | Ridgeway | Jantzi | 24 |
| | | Meister #2 | 24 |
| | | Meister #2, Part 2 | 24 |
| | Yates | Baker | 20 |
| | | Bentley | 14 |
| | | Oakes | 25 |
| | | Pellett | 8 |
| | | Woodworth | 32 |
| Oswego | Granby | Arena | 8 |
| | | Sorbello | 9 |
| | Hannibal | Colloca | 14 |
| | | North Hannibal | 30 |
| | | Patane | 22 |
| | New Haven | De Ambra | 12 |

| COUNTY | NEAREST CITY | NAME OF CAMP | CAPACITY |
|---|---|---|---|
| Oswego (continued) | Oswego | A. Ferlito | 43 |
| | | J. Ferlito | 8 |
| | Palermo | Beats All #1 | 14 |
| | | Beats All #2 | 50 |
| | | Disalvo | 18 |
| | Schroeppel | Beaver Meadows | 14 |
| | | Musumeci | 6 |
| | Scriba | Foster | 30 |
| | | J. Crisafulli #1 | 14 |
| | | J. Crisafulli #2 | 22 |
| | | Marano Brothers | 30 |
| | | Santoro | 30 |
| | | Walker | 18 |
| | Volney | Arigo | 14 |
| | | Simmons-Barbara | 13 |
| | | Swamp Road | 9 |
| Ostego | Worchester | Robinson's Pondera | 11 |
| Putnam | Patterson | Kessman | 74 |
| | Southeast | Salinger's Orchards | 11 |
| Rensselaer | E. Greenbush | Goldkrest | 24 |
| | Schodack | Gold Orchards | 16 |
| | | Joseph Slovak #1 | 26 |
| Rockland | Clarkstown | Cropsey Farm | 7 |
| | | Dr. Davies Farm | 5 |
| | | George Smith | 8 |
| | Ramapo | Ed Coenes | 7 |
| | | Litchult | 10 |
| | | Conclin Orchards | 16 |
| Saratoga | Northumberland | Bullard Orchards | 45 |
| Steuben | Avoca | Floyd Alderman | 25 |
| | | Lemuel Morrell | 53 |
| | | Olmstead Hills | 52 |
| | | Sunrise Camp | 33 |
| | Cohocton | Drum Brothers | 14 |
| | | Henry Miller #1 | 39 |
| | Dansville | Camp Good Time | 30 |
| | | Katsur | 28 |
| | Fremont | Hoeffner Bros. #3 | 48 |
| | Prattsburg | Arthur Bidwell #2 | 14 |
| | Wayland | Jablonski Bros. | 28 |
| | | Jalbrzykoskis | 52 |
| | | John Reimels | 50 |
| | Wheeler | John L. Davis | 29 |
| Suffolk | Babylon | Bulk's Nursery | 9 |
| | | Bulk's Nursery | 7 |
| | | Philip A. Schmitt | 8 |
| | Bridgehampton | Southampton Produce | 22 |
| | Brookhaven | Baier Lustgarten #3 | 15 |

| COUNTY | NEAREST CITY | NAME OF CAMP | CAPACITY |
|---|---|---|---|
| Suffolk (continued) | Brookhaven | Bernstein Boulevard #1 | 18 |
| | | Bernstein Boulevard #2 | 18 |
| | | Casa De Lalio | 14 |
| | | Eberhardt Nursery | 14 |
| | | Imperial Nurseries | 30 |
| | | Lake Grove Nursery | 6 |
| | | Laurel Hill Nursery #1 | 22 |
| | | Laurel Hill Nursery #2 | 12 |
| | | Liere Bros. | 13 |
| | | Lohmann | 6 |
| | | Lustgarten #1 | 32 |
| | | Lustgarten #2 | 15 |
| | | Lustgarten #3 | 15 |
| | | Panfield Nurseries | 10 |
| | | Sang Lee Farms | 40 |
| | | Woodlea Nursery | 18 |
| | | Werner Sommer Nursery | 13 |
| | Huntington | Albert Schmitt | 18 |
| | | Arthur Silberstein | 7 |
| | | Brand's Nursery | 7 |
| | | Country Gardens #1 | 16 |
| | | Francis Davis | 8 |
| | | Louis Delea | 15 |
| | | McGovern Sod Farms | 16 |
| | | Woodbourne | 25 |
| | Islip | Dauernheim | 5 |
| | | Mailand Bros. | 9 |
| | | Parmentier's Roses | 12 |
| | Riverhead | Agway #1 | 28 |
| | | Beamon Camp | 31 |
| | | Briermere Farm | 14 |
| | | Bushwick Commission | 13 |
| | | Daisy Wright | 16 |
| | | Fargo | 38 |
| | | Farmers Exchange | 20 |
| | | Hapollack | 27 |
| | | Half Hollow | 10 |
| | | Hartman | 11 |
| | | H Sacks and Sons | 20 |
| | | Jerry Shulman | 13 |
| | | Lewin | 14 |
| | | Marie Jackson | 18 |
| | | North Fork | 23 |
| | | Wicks Nursery | 14 |
| | Smithtown | Barbato Bros. | 10 |
| | | Santoreli Bros. | 15 |
| | | Schrakamp-Kemper | 19 |
| | Southampton | Baldwin-State | 31 |
| | | Country Gardens #2 | 8 |
| | | H. A. Pollack | 15 |
| | | Remi Wesnofske | 11 |
| | | Southshore Produce | 32 |
| | | Werner Sommer | 13 |
| | | Wesnofske | 15 |
| | Southold | Agway #3 | 31 |
| | | Agway Peconic | 31 |
| | | Demarest | 10 |
| | | Doroski | 6 |
| | | Eastern Suffolk Co-op | 61 |
| | | Ed Latham | 15 |
| | | I M Young | 11 |
| | | Lappe | 10 |
| | | Lee | 13 |
| | | Robert Bolling | 21 |
| | | Sepenoski | 13 |

| COUNTY | NEAREST CITY | NAME OF CAMP | CAPACITY |
|---|---|---|---|
| Suffolk (continued) | Southold | Terry | 14 |
| Ulster | Esopus | A. Ralsey Mott #1 | 7 |
| | | A. Ralsey Mott #2 | 6 |
| | | Hudson River Fruit | 20 |
| | | Montella | 6 |
| | Gardiner | Frank Tantillo | 10 |
| | | Jenkins & Leukin | 14 |
| | | Sanford Orchards | 25 |
| | | Stanley Orchards | 20 |
| | | Sunshine Orchards | 15 |
| | | Theodore Wright | 24 |
| | Lloyd | Altamont | 95 |
| | | A. Zimmerman & Son | 23 |
| | | B. Bratman | 14 |
| | | Caruso | 6 |
| | | Charles Andola | 50 |
| | | Fiscella Fruit | 10 |
| | | Frank Ligotino | 14 |
| | | Green Coves #1 | 40 |
| | | Hudson Valley | 11 |
| | | John Minard | 25 |
| | | M. G. Hurd & Sons #1 | 25 |
| | | M. G. Hurd & Sons #2 | 21 |
| | | M. G. Hurd & Sons #3 | 16 |
| | | M. G. Hurd & Sons #4 | 15 |
| | | Michael Nardone #1 | 80 |
| | | Palladino & Pape | 25 |
| | | Paul Minard #1 | 10 |
| | | Paul Minard #2 | 8 |
| | | Quality Fruit #1 | 12 |
| | | Quality Fruit #2 | 15 |
| | | S & A Chaissan | 17 |
| | | Salvatore Scimeca | 34 |
| | | Sunny Ridge | 8 |
| | | W. H. Walker | 30 |
| | | William A. Coy | 12 |
| | Marbletown | Davenport | 20 |
| | | Edgewater | 91 |
| | | Martin Russak | 5 |
| | Marlboro | Altamont #2 | 9 |
| | | Charles Weed | 16 |
| | | Crist | 14 |
| | | E. Borchet & Sons | 35 |
| | | Edgewater | 91 |
| | | Edmund Baxter | 7 |
| | | Ernest Greiner #1 | 10 |
| | | Ernest Greiner #2 | 6 |
| | | Greiner Bros. | 15 |
| | | Harold Wold | 6 |
| | | Harry Evans | 9 |
| | | Hepworth #1 | 5 |
| | | Hepworth #2 | 8 |
| | | Hudson River Fruit | 9 |
| | | Hudson Valley #2 | 20 |
| | Marlboro | J & B Trapani | 24 |
| | | J. C. Wygant | 12 |
| | | John Schrieber #1 | 11 |
| | | Joseph Connor | 15 |
| | | Joseph Paladino | 21 |
| | | J. R. Clarke | 18 |
| | | J. Westervelt | 12 |
| | | Leonard Clarke #1 | |
| | | Leonard Schrieber | 25 |
| | | Louis Sarinsky | 9 |

APPENDIX A (Continued)

| COUNTY | NEAREST CITY | NAME OF CAMP | CAPACITY |
|---|---|---|---|
| Ulster (continued) | Marlboro | Michael Lapola | 14 |
| | | Nicklins Fruit | 15 |
| | | Norco Fruit | 15 |
| | | Overlook Farms | 30 |
| | | Pat Russo & Sons | 21 |
| | | Sozio Fruit | 14 |
| | | Thomas Currie #1 | 14 |
| | | Thomas Currie #2 | 12 |
| | | Thomas Currie #3 | 16 |
| | | Tiels Fruit | 8 |
| | | Troncillito Bros. | 25 |
| | | Vito Truncoli | 15 |
| | | William McLaughlin | 8 |
| | New Paltz | Charles Wright | 14 |
| | | Fred Dressel | 14 |
| | | Ligotino Bros. | 10 |
| | | Moriello Bros. #1 | 14 |
| | | Moriello Bros. #2 | 14 |
| | | Moriello Bros. #3 | 14 |
| | | Tamburello Orchards | 10 |
| | Plattekill | A & J Dembroski | 18 |
| | | Albert Angelillo | 10 |
| | | Eugene R. Coy | 12 |
| | | Issac Schoenberg | 9 |
| | | Josephine Apuzzo | 8 |
| | | Michael Lembo #1 | 15 |
| | | Michael Lembo #2 | 15 |
| | | Nat Loverso Orchards | 10 |
| | | Nicholas Apuzzo | 9 |
| | | Robert Coys | 16 |
| | | S & A Chaissen #1 | 50 |
| | | Stanley Orchards #1 | 54 |
| | | Stanley Orchards #2 | 20 |
| | | Vanduser Orchards | 24 |
| | | William Minard | 25 |
| | Rochester | Bar Ro Acres | 62 |
| | | Lee Ray | 75 |
| | Saugerties | Poplock & Son | 10 |
| | | S. Berzal & Co. | 20 |
| | Shawangunk | Dolan | 10 |
| | | Norwin | 12 |
| | | Valley Fruit | 38 |
| | Ulster | Henry Paul #2 | 42 |
| Washington | Putnam | Sears Orchard | 10 |
| Wayne | Arcadia | Beckens | 14 |
| | | Maple Ridge Fruit | 12 |
| | | Pirrello | 60 |
| | | Agpro #2 | 14 |
| | Galen | Sontheim | 10 |
| | Huron | Agpro #1 | 21 |
| | | Agpro #3 | 7 |
| | | Camps | 18 |
| | | Cocoa #1 | 16 |
| | | Coe #2 | 25 |
| | | Eygnor | 16 |
| | | Fowler #1 | 25 |
| | | Furber | 37 |
| | | Granger | 7 |
| | | Hance | 13 |
| | | M. F. Farms | 41 |
| | | Perkins | 10 |

| COUNTY | NEAREST CITY | NAME OF CAMP | CAPACITY |
|---|---|---|---|
| Wayne (continued) | Huron | Russell Freer | N/A |
| | | Thomas Merritt | 15 |
| | | Van Fleet | 12 |
| | | Wafler | 12 |
| | | Weed #1 | 13 |
| | | Winding Brook | 9 |
| | | Wolcott (Cahoon) | 40 |
| | | Wolcott | 15 |
| | Lyons | Heidenreich #1 | 24 |
| | | Pine Hill | 12 |
| | | Richmond Hill | 50 |
| | Macedon | Vercruysse | 12 |
| | Marion | Brugge #2 | 21 |
| | | Johnson C. Lee #1 | 21 |
| | | Johnson C. Lee #2 | 11 |
| | | Johnson Marion | 17 |
| | | Johnson Marion #3 | 20 |
| | | Marion | 180 |
| | | Morgan Ralph | 10 |
| | Newark | Chase Packing Co. | 33 |
| | Ontario | Albright #1 | 10 |
| | | Albright #2 | 10 |
| | | Albright #3 | 7 |
| | | Benway | 8 |
| | | Brandt Fruit | 11 |
| | | Eddie Thomas | 54 |
| | | Herberle | 11 |
| | | Lackview Knolls #2 | 18 |
| | | Lyndan Produce | 16 |
| | | Windmill Farms | 21 |
| | Rose | Castor Farms | 22 |
| | | Fremoun #3 | 12 |
| | | G. Buerman | 8 |
| | | Putnam | 14 |
| | | Welkley | 14 |
| | | William Wilson | 8 |
| | | Wilson Bros. | 21 |
| | Savannah | Lopez Bros. | 24 |
| | | Wright Washouse #2 | 9 |
| | Sodus | Apple Hill Farms | 11 |
| | | Ball | 20 |
| | | Bay View | 13 |
| | | Boller & Son | 21 |
| | | Brick Church Road | 122 |
| | | Case | 6 |
| | | Collins #1 | 13 |
| | | Datthyn 2 | 24 |
| | | Debadts Bus | 39 |
| | | Debadts Cider Mill | 14 |
| | | Debadts Motel | 30 |
| | | Debadts Orchard | 9 |
| | | Debadts Schoolhouse | 14 |
| | | Demay East | 14 |
| | | Demay Douglas | 17 |
| | | Demay Schoolhouse | 14 |
| | | Dubois Farm | 8 |
| | | Dubois Home | 14 |
| | | Dubois Marshall | 9 |
| | | Douglas Sargeant | 21 |
| | | Doug Sonneville | 19 |
| | | Fard | 16 |
| | | Fremoun #2 | 34 |
| | | Gordon Buerman | 17 |

| COUNTY | NEAREST CITY | NAME OF CAMP | CAPACITY |
|---|---|---|---|
| Wayne (continued) | Sodus | Harmon Sargeant | 10 |
| | | Homestead Sargeant | 10 |
| | | Hermanet | 20 |
| | | Hill Top Fruit | 14 |
| | | Johnnie Lee Griffin | 37 |
| | | Levie Johnson | 14 |
| | | M. F. Farms - Gardner | 24 |
| | | M. F. Farms - Kelly #2 | |
| | | Miller | 45 |
| | | Norris #1 | 8 |
| | | Norris #2 | 6 |
| | | Preston #1 | 64 |
| | | Preston #2 | 15 |
| | | Rexford Furber | 17 |
| | | Ronald Buerman | 16 |
| | | Sodus Fruit Farm #1 | 8 |
| | | Sodus Fruit Farm #2 | 30 |
| | | Sodus Fruit Farm #3 | 25 |
| | | Sodus Fruit Farm #4 | 56 |
| | | Strong | 18 |
| | | Wagemaker | 24 |
| | | Wallace D. Johnson | 24 |
| | | Wallace Johnson | 14 |
| | | Wilson R. A. | 29 |
| | | Zonneville | 13 |
| | Williamson | Brownell Clark | 14 |
| | | Brownell Mark | 14 |
| | | Carlton Lockley | 12 |
| | | Cornwall | 37 |
| | | Demarree #1 | 29 |
| | | Elliott #2 | 10 |
| | | Falkey Lynn | 8 |
| | | Fox #1 | 10 |
| | | Fox #2 | 7 |
| | | G & G | 17 |
| | | Huxley #1 | 24 |
| | | Huxley #2 | 12 |
| | | Jagnow #1 | 12 |
| | | Jagnow #2 | 13 |
| | | Lakeview Knolls #3 | 8 |
| | | Lockley Edward | 9 |
| | | Moll | 15 |
| | | Morgan #1 | 15 |
| | | Orbaker Fruit | 27 |
| | | Raymer #1 | 12 |
| | | Todd Estate #2 | 16 |
| | | Verbridge #2 | 10 |
| | | Wagemaker Chester | 17 |
| | | Williamson | 76 |
| | | Wilson, R.A. Home | 12 |
| | Wolcott | Andrews | 9 |
| | | Furber Fairhaven #2 | 12 |
| | | Godkin | 14 |
| | | Parsons & Sons | 16 |
| | | Youngman Bros. | 11 |
| Westchester | North Salem | Haight | 14 |
| | York Town | Blossom Knoll | 8 |
| Wyoming | Castile | Well | 10 |
| | Gainsville | Gozelski Cannon | 53 |
| | | Gozelski | 35 |
| | Genesee | Stroud | 36 |
| | Orangeville | Gozelski #1 | |

APPENDIX A (Continued)

| COUNTY | NEAREST CITY | NAME OF CAMP | CAPACITY |
|---|---|---|---|
| Wyoming (continued) | Orangeville | Gozelski #2 | |
| | | W. Meyers House | 6 |
| | Pike | Ayers | 16 |
| | | Helmer Murphy | 42 |
| | | McCormicks Hardy | 47 |
| | | Mehlenbacher | 42 |
| | Wethersfield | Carlson | 24 |
| | | Carmichael | 63 |
| | | Joe Meyers | 30 |
| | | McCormick | 33 |
| | | Merle | 31 |
| | | Meyers | 66 |
| Yates | Benton | Chidsey | 43 |
| | | Jensen | 14 |
| | Milo | Henderson | 14 |
| | Torrey | Dresden | 18 |

Geneseo Migrant Center
State University College, Geneseo, New York

## VOLUNTEER APPLICATION

1. Name________________________ Telephone____________________

Local Address________________________________________________

2. Please check the program(s) you are interested in:

_____ In-camp

_____ Weekend

_____ Castile Day Care Center

_____ Literacy Volunteers of America

_____ Other (please specify)__________________________________

______________________________________________________

3. How did you learn about the program(s)?

_____ Advertisement (specify where)____________________________

_____ Volunteer Center

_____ Word of mouth (person)__________________________________

_____ Other (please specify)__________________________________

4. Briefly state the reasons for your interest in the program(s) you have indicated above. Also, please state your areas of interest and/or skill (academic, athletic, artistic, social, etc.)

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

5. Have you had any experience with migrant workers, rural disadvantaged people, or minority groups? If so, please describe briefly.

______________________________________________________

______________________________________________________

(OVER)

______________________________________________________

## VOLUNTEER APPLICATION FORM

-2-

6. Please indicate the hours during which you would be able to volunteer.

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

Saturday:

Sunday:

7. Do you have transportation? _____Yes _____No

If yes, would you be willing to drive other volunteers? _____Yes _____No

How many? _______

8. Additional comments:

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________ Date of Application

________________ Signature

________________ Date of Interview

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APPENDIX C

Geneseo Migrant Center
State University College, Geneseo, New York

## GUIDELINES FOR PERSONAL CONDUCT IN WORKING IN MIGRANT CAMPS

Through years of experience conducting programs in and out of migrant camp settings, the Center has evolved a sound educational program for adult migrant farmworkers.

The Center has found it imperative to develop strict professional guidelines for the staff as the informality of the camp setting and friendliness of the workers may lead staff to participate in unprofessional activities. Staff rapport with the workers and the reputation of the program could be adversely affected and even jeopardized if staff participate in such activities.

The following staff guidelines have been developed to guarantee a quality educational program for the workers.

1. Always be friendly but not pushy; you will gain much more respect.
2. Do not engage in the use of any kind of alcoholic beverage.
3. Do not engage in the use of any type of drugs, including marijuana. The use of drugs is illegal in New York State.
4. Do not smoke while working in the camps. You are an example to the members of the crew.
5. Do not lend any money. You will lose the respect of the workers. If there is a legitimate economic problem with a worker, refer it to the program director.
6. Do not participate or engage in any sexual liaison with any of the workers. This can be damaging to your reputation as well as to that of other staff members and to the program itself.
7. Do not transport any migrant from one camp to another. Crew leaders and growers are very possessive of their workers and constantly fear losing them.

Geneseo Migrant Center
State University College, Geneseo, New York

## In-Camp Learning Program

## POLICIES AND PROCEDURES

### TRANSPORTATION:

1. Any request for transportation should be submitted to the secretary 3 days in advance detailing date(s) needed, reason for travel, destination, driver's name, name of program. The secretary will advise the driver where the keys and mileage form may be picked up and returned. Staff responsibility is to return the vehicle in good order and clean, to report any malfunction, to record the mileage accurately (departure and return), and to return keys and mileage form to the correct deposit location.

2. If you are using a state car and pick it up before 4:00 PM, always fill the gas tank at the college facilities. If it is after 4 PM an attendant will be on duty until 8 PM only. Security is to be called for emergencies only (5651). Necessary purchase of gasoline outside campus limits and designated hours is to be made at Mobil stations only.

3. Any travel in personal vehicles for program transportation or needs must be recorded on a Research Foundation travel voucher for reimbursement of mileage. Contact The Center Business Manager for proper forms and instructions on filling the voucher out. Program director must authorize travel by staff; unauthorized travel will not be reimbursed.

### PURCHASING:

1. Local purchasing may be charged only at the following places by authorized personnel:

   Big N, Geneseo
   College Book Store, College Union, SUC
   Eye Camera Shop, Geneseo
   Mt. Morris Lumber Co., Mt. Morris
   Peterson's Drug Store, Geneseo
   The Stationery Store, Geneseo
   Wegman's Market, Geneseo

   A list of staff members authorized to charge, and the account number of the program, will be on file at each store. Authorized charging personnel will give the salesperson or service counter person the name of the program, and sign the itemized charge. The store will forward the original bills to The Center's business manager. If you are given a copy of the charge, give it to Mrs. Adams promptly.

   The Big N will honor charges as low as $3.00, but would like charges to be at least $10.00. Small charges are difficult and expensive for the Big N to process. If you know other staff who will be shopping at the

Big N, please shop together and have the supplies written up together on one invoice. Don't go over your limit per camp. Be sure the 10% discount is recorded.

2. If purchases from other than authorized stores are absolutely necessary and approved by the program director, the following procedure must be followed: staff member pays for item(s) out-of-pocket, submitting to vendor a tax exempt form (available from the business manager.) Staff member must obtain a receipt which is to be submitted to the business manager for reimbursement; no tax will be reimbursed.

PHONES:

1. All long distance calls must be made with prior approval of the Center Director and must be recorded on the long distance record sheet by each phone.
2. When calling Rochester, Brockport, Rush, Fairport, or Honeoye Falls, Dial "4" and then the 7-digit number. This makes these otherwise long-distance calls into local charges. On-campus calls are made by dialing the last four digits of the number (excluding 245). Local off-campus calls may be made by dialing "9" and then the number, and long-distance calls are made by dialing "9-1" (plus area code if not 716) and then the phone number.
3. Keep all phone calls as brief as possible.

APPENDIX D

Geneseo Migrant Center
State University College, Geneseo, New York

## ADULT LEARNER CHARACTERISTICS

Since this project is for adult workers there are many unique characteristics that must be accounted for to obtain an effective training program. The adult learner:[1]

1. Is likely to be more rigid in his thinking.
2. Requires a longer time to perform learning tasks.
3. Is more impatient in the pursuit of learning objectives.
4. Has restricted powers of adjustment to external temperature changes and to distractions as age progresses.
5. Encounters greater difficulty in remembering isolated facts.
6. Suffers more from being deprived of success.
7. Is less willing to adopt new ways.
8. Has a number of responsibilities competing for his time and energy that are more compelling than education.
9. Has more experience in living.
10. Has made a momentous voluntary decision in deciding to return to school.
11. Is more realistic.
12. Has needs which are more concrete and immediate than those of children.
13. Is not a member of a captive audience.
14. Is used to being treated as a mature person and resents having teachers "talk down" to him.
15. Is more likely to be a member of a heterogenous group than are children.
16. In general, can learn as well as youth.
17. May attend classes with mixed set of motives.
18. May be fatigued upon arriving in class.

More specifically, the undereducated adults that are in the program are likely to have the following characteristics:

1. Lack of self-confidence.
2. Fear of school.
3. Live in conditions of economic poverty.
4. Probably below average in scholastic aptitude.
5. Culturally different.
6. Values, attitudes, and goals different from upper and middle class norms.
7. Weak motivation.
8. Unusually sensitive to non-verbal forms of communication.
9. Feeling of helplessness.
10. Varying levels of intelligence.
11. Live-for-today philosophy.
12. Hostility toward authority.
13. Unacceptable behavior.
14. Reticence.
15. Use of defense mechanisms.
16. Tendency to lose interest.

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[1] From NAPSAE, *A Guide for Teacher Trainers in Adult Basic Education*. (Washington D.C.: National Association for Public School Adult Education, 1966), pp. 18-19.

APPENDIX E

Geneseo Migrant Center
State University College, Geneseo, New York

## In-Camp Learning Program

## INTEREST/NEED ASSESSMENT FORM

Name ______________________________ Date ____________________

| MATH: | Interest | Need |
|---|---|---|
| Bookkeeping | ☐ | ☐ |
| Business | ☐ | ☐ |
| Budgeting | ☐ | ☐ |
| Basic Facts | ☐ | ☐ |

| CAREER: | Interest | Need |
|---|---|---|
| Film Strips | ☐ | ☐ |
| Role Playing | ☐ | ☐ |
| Job Skills | ☐ | ☐ |

| GAMES: | Interest | Need |
|---|---|---|
| Group | ☐ | ☐ |
| Individual | ☐ | ☐ |

| READING: | Interest | Need |
|---|---|---|
| Beginning | ☐ | ☐ |
| Advanced | ☐ | ☐ |
| Leisure | ☐ | ☐ |

| WRITING: | Interest | Need |
|---|---|---|
| Letters | ☐ | ☐ |
| Stories | ☐ | ☐ |
| Poetry | ☐ | ☐ |

| HOMEMAKING: | Interest | Need |
|---|---|---|
| Cooking | ☐ | ☐ |
| Sewing | ☐ | ☐ |
| Mending | ☐ | ☐ |
| Gardening | ☐ | ☐ |
| Family Living | ☐ | ☐ |
| Shopping | ☐ | ☐ |
| Other | ☐ | ☐ |

| HEALTH: | Interest | Need |
|---|---|---|
| Nutrition | ☐ | ☐ |
| Birth Control | ☐ | ☐ |
| First Aid | ☐ | ☐ |
| Immunizations | ☐ | ☐ |
| Sickle Cell | ☐ | ☐ |
| Hypertension | ☐ | ☐ |
| Diseases: | | |
| V.D. | ☐ | ☐ |
| T.B. | ☐ | ☐ |
| Respiratory | ☐ | ☐ |
| Skin | ☐ | ☐ |
| Other | ☐ | ☐ |

| HIGH SCHOOL EQUIVALENCY: | Interest | Need |
|---|---|---|
| English | ☐ | ☐ |
| History | ☐ | ☐ |
| Math | ☐ | ☐ |
| Science | ☐ | ☐ |
| Literature | ☐ | ☐ |
| Social Studies | ☐ | ☐ |

| VOCATIONAL SKILLS: | Interest | Need |
|---|---|---|
| Carpentry | ☐ | ☐ |
| Mechanics | ☐ | ☐ |
| Plumbing | ☐ | ☐ |
| Electrical | ☐ | ☐ |
| Secretarial | ☐ | ☐ |
| Teaching | ☐ | ☐ |
| Other | ☐ | ☐ |

| MUSIC: | Interest | Need |
|---|---|---|
| Singing | ☐ | ☐ |
| Dancing | ☐ | ☐ |
| Films | ☐ | ☐ |
| Records | ☐ | ☐ |

| FIELD TRIPS: | Interest | Need |
|---|---|---|
| Athletic Events | ☐ | ☐ |
| Picnics | ☐ | ☐ |
| Museums | ☐ | ☐ |
| Historical Sites | ☐ | ☐ |
| Cultural Events | ☐ | ☐ |
| Other | ☐ | ☐ |

| ARTS & CRAFTS: | Interest | Need |
|---|---|---|
| Drawing | ☐ | ☐ |
| Painting | ☐ | ☐ |
| Macrame | ☐ | ☐ |
| Decoupage | ☐ | ☐ |
| Woodworking | ☐ | ☐ |
| Candlemaking | ☐ | ☐ |
| Other | ☐ | ☐ |

*Adapted from Assessment Form developed by Virginia Rodgers and Wes Marsh, In-Camp teachers, Geneseo Migrant Center, 1975.

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9/24/75

Geneseo Migrant Center
State University College, Geneseo, New York
In-Camp Learning Program

Unit____________________ Date____________________

Teacher____________________

| Needs | Objectives | Subject Matter (Resource Materials) | Learning Experience | Evaluation |
|---|---|---|---|---|
|  |  |  |  |  |

APPENDIX F

Geneseo Migrant Center
State University College, Geneseo, New York
In-Camp Learning Program

Unit Emergency Phone Usage

Date ____________

Teacher ____________

| Needs | Objectives | Subject Matter (Resource Materials) | Learning Experience | Evaluation |
|---|---|---|---|---|
| The participants need to be able to locate local emergency services numbers.<br>The participants should know how to communicate vital emergency information quickly and efficiently. | At the end of the session the participants will have:<br>1. compiled a wallet-size list of local emergency numbers;<br>2. participated in the mock emergency telephone activity. | local telephone directories<br>task cards w/mock situations to enact<br>closed circuit telephones (courtesy of Roch.Tel.Co.)<br>Printed wallet cards<br>transparency<br>The Phone Book Book by Paige & Suitala | To introduce the lesson the migrant aide will have a (heart attack). The teacher will then demonstrate all that you can do wrong when calling in an emergency.<br>All participants will receive a card. On one side will be their vital statistics (name, age, date and place of birth, legal residence, and person to be notified in an emergency) On the other side will be a list of emergency services. The participants will then look up corresponding local numbers. Upon completion of such, they may check the members with those on the transparency.<br>The phone area will then be set up w/ a volunteer operator. All participants will receive a card w/a possible emer- | Teacher observation of communication skills and efficiency.<br>The accurately completed wallet cards. |

Geneseo Migrant Center
State University College, Geneseo, New York
In-Camp Learning Program

Unit Emergency Phone Usage (cont.)

Date ____________

Teacher ____________

| Needs | Objectives | Subject Matter (Resource Materials) | Learning Experience | Evaluation |
|---|---|---|---|---|
|  |  |  | gency situation typed on it. Each will then in turn practice calling in the emergency to the appropriate agency. Clear speech and accurate information and directions will be emphasized. |  |

Geneseo Migrant Center
State University College, Geneseo, New York
In-Camp Learning Program

Unit Letter Writing

Date________________

Teacher________________

| Needs | Objectives | Subject Matter (Resource Materials) | Learning Experience | Evaluation |
|---|---|---|---|---|
| The students have expressed the need to communicate with friends and relatives in their home states.<br>Many participants have also stated they would like to write letters of inquiry or application for other jobs. | At the end of the lesson the students will be able to:<br>1. recognize the formats of friendly and business letters<br>2. match the parts of a friendly letter to the correct labels<br>3. effectively communicate thoughts to another individual by using the friendly or business letter format. | overhead projector<br>transparencies of sample letters<br>paper<br>pens/pencils<br>tape recorder & tapes<br>newspapers<br>dictionary | All interested participants will be introduced to the lesson through the use of the transparencies of sample letters ("comical") using the correct format w/overlays emphasizing the key differences.<br>The participants will then break into groups according to the type of letter they hope to write.<br>They will all be given a sheet of lined paper with the correct format darkened. This is placed under the writing paper to facilitate neatness and correctness. Then all will write their own letters with assistance from each other, the migrant aide, the dictionary, or the in-camp teacher.<br>For those wishing to apply for or inquire about other jobs | 1. Given blank format letters the student will match words on a list to the correct parts. (ie: heading, body, closing, etc.)<br>2. The students will label sample letters according to format used. |

Geneseo Migrant Center
State University College, Geneseo, New York
In-Camp Learning Program

Unit Letter Writing (Cont.)

Date ____________

Teacher ____________

| Needs | Objectives | Subject Matter (Resource Materials) | Learning Experience | Evaluation |
|---|---|---|---|---|
| | | | fictitious news ads will be available in task card format. Newspapers will be made available for later use if so desired.<br>For those students unable to read or write after the initial introduction, tape recorders and tapes will be available to tape the letters. The teacher or aide will later transcribe the letter and use it as a sight word recognition lesson Such students will also participate in the evaluation session.<br>Upon completion of the letter-writing task the letters may be "shared" if the writer wishes to be critiqued for spelling, punctuation, etc. | |

Geneseo Migrant Center
State University College, Geneseo, New York
In-Camp Learning Program

Unit Reading

Date

Teacher

| Needs | Objectives | Subject Matter (Resource Materials) | Learning Experience | Evaluation |
|---|---|---|---|---|
| ach individual has par-icular needs of his/her wn for the improvement f reading skills. | The students will:<br>1. utilize the SRA program reading and performing language skills according to individual levels.<br>or<br>2. utilize the Voxcom cards to increase sight word recognition. | SRA reading laboratory<br>Voxcom cards with LVA sight words | Students will be directed as to level in which to begin in SRA lab. They will keep track of individual progress by checking list in folder.<br>Students unable to read will utilize Voxcom cards. They will look at the word (all words they have had exposure to), tape what they think it is, then check answer by turning over card and listening to correct answer. Each participant will compile a list of known words. A story will then be created using the known words. | The self-correction of students of SRA exercise and Voxcom cards. |

Geneseo Migrant Center
State University College, Geneseo, New York
In-Camp Learning Program

Unit Venereal Disease (VD)

Date

Teacher

| Needs | Objectives | Subject Matter (Resource Materials) | Learning Experience | Evaluation |
|---|---|---|---|---|
| The Wyoming County Health Clinic has recommended all In-Camp teachers do a unit on VD, based on its high incidence in the camps. | Throughout the unit the participants will:<br>1. make a poster<br>2. read at least 2 of the pamphlets or listen to taped versions<br>3. be able to answer questions on Voxcom cards 100% correctly<br>4. answer orally, questions pertaining to graph "Primary and Secondary Syphilis<br>5. actively create some part of a learning center (any of the above activities could be adapted to this format) to be used in small groups<br>6. View any films or filmstrips. | paper<br>markers<br>5 Voxcom cards<br>pamphlets:<br>"Strictly for Teenagers"<br>"Venereal Disease & Birth Defects"<br>"Every Woman Should Know the Facts about Gonorrhea"<br>"Help ZAP VD!"<br>"VD: Epidemic of the 70's"<br>"Facts about VD"<br>"VD: The Epidemic"<br>Tapes of any or all of the above.<br>Graph and questions<br>Filmstrip/Tape - "The Fight Against VD"<br>Movies:<br>"A Half-Million Teenagers: VD"<br>"The Invader - VD"<br>"VD Every 30 seconds"<br>"VD Name Your Contacts" | After motivation through using the filmstrip and/or movie, the participants will break up into small groups and read or listen to tapes of pamphlets, make posters, answer interpretation questions about graph, create and/or listen to Voxcom cards. Each group will be responsible for creating some portion of the learning center in any chosen format.<br>Possible Groups: definition, symptoms, consequences, nick-names, myths, history, cures. | Upon completion of the unit the participants will be able to verbally answer the following key questions:<br>1. What are the sign of syphilis and gonorrhea?<br>2. How does VD spread?<br>3. What is the cure for most forms of VD? |

147

148

Geneseo Migrant Center
State University College, Geneseo, New York
In-Camp Learning Program

Unit First Aid

Date

Teacher

| Needs | Objectives | Subject Matter (Resource Materials) | Learning Experience | Evaluation |
|---|---|---|---|---|
| cause of the lack of ansportation and the equency of accidents e migrant needs to ow how to handle dical emergencies uti- zing available materials | Upon completion of the unit the participants will:<br>1. be able to locate pressure points<br>2. have practiced respiratory revival techniques<br>3. have practiced the Heimlick Maneuver<br>4. set one "broken bone" with a splint. | first aid book<br>make-shift bandages made from t-shirts, tree limbs, etc.<br>transparencies<br>diagrams of pressure points and respiration techniques<br>film and pamphlet on Heimlick Maneuver<br>first aid kit to be kept in camp<br>pamphlets | The participants will all receive numbers when entering the room and break up into corresponding groups.<br>Group #1 - the students will view the transparency of pressure points and label their own corresponding diagrams. Tapes and pamphlets will be available on when and how to apply pressure.<br>Group #2 - students will view how to make and apply a splint. Students will practice making splints on each other.<br>Group #3 - students will view film on Heimlick Maneuver, then utilizing directions in the pamphlet will practice techniques in pairs. | Teacher observation of techniques used throughout the small group sessions and in the role playing. |

Geneseo Migrant Center
State University College, Geneseo, New York
In-Camp Learning Program

Unit First Aid (Cont.)

Date

Teacher

| Needs | Objectives | Subject Matter (Resource Materials) | Learning Experience | Evaluation |
|---|---|---|---|---|
| | | | Group #4 - students wil observe demonstration of respiration revival procedures. They will practice techniques in pairs. Groups will rotate. After all have participated in each group all will rejoin the large group. People will pair off and each pair will be given a card w/an emergency situation to react to and handle(w/one being the victim the other the one to handle the situation).<br>The techniques will be demonstrated in front of the group by the pairs. | |

Geneseo Migrant Center
State University College, Geneseo, New York
In-Camp Learning Program

Unit Sewing Project

Teacher

Date

| Needs | Objectives | Subject Matter (Resource Materials) | Learning Experience | Evaluation |
|---|---|---|---|---|
| ndividuals have expressed he desire to learn ewing. Individuals ho have been exposed to ewing previously need have skills refined nd practiced. | Upon completion of the unit the participants will be able to:<br>1. verbally demonstrate their knowledge of the sewing machine.<br>2. complete the exercise on sewing terms and symbols 100 % correctly.<br>3. thread and operate a sewing machine correctly.<br>4. demonstrate their ability to interpret written and pictorial directions by successfully completing one or more sewing projects. | sewing machine(s)<br>thread<br>material<br>scissors<br>pins<br>iron & ironing board<br>lists of sewing vocabulary and symbols<br>pattern catalogs<br>books and pamphlets on sewing (example: The Illustrated Hassle-Free Make Your Own Clothes Book; The Complete Family Sewing Book, etc<br>overhead transparencies<br>self correcting terminology sheets<br>task cards<br>taped directions, etc. | I. The participants will be divided into groups in accordance with their demonstrated experience with sewing From that point the more experienced shall be considered the teachers (thus freeing the in-camp teacher to work with camp members not interested in sewing.) In order to determine this all participants will be required to make duffle bags wherein they will measure, cut, sew straight seams.<br>II. For those having difficulties there will be individual help and/or learning centers on:<br>1. measurement (learning center will include task cards rulers, etc.)<br>2. threading a machine (the center will include transparencies, xeroxed | At any point the participants may do the evaluative exercises in accordance with their own perceived skill level (for some it may be done immediately, for some upon the completion of the unit. Evaluative tools:<br>1. overhead transparency with sewing machine having its specific parts noted numerically. The students will then match the given names of parts on an accompanying sheet with the numbers on the diagram.<br>2. The student will take the laminated terminology symbols sheet and choose the correct multiple choice answers.<br>Example: Place pencil in hole beside the correct |

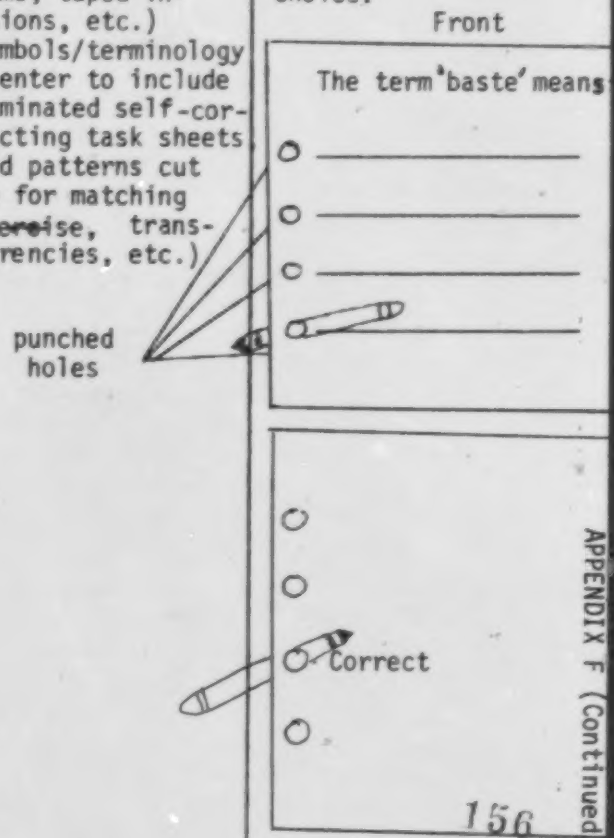
Geneseo Migrant Center
State University College, Geneseo, New York
In-Camp Learning Program

Unit Sewing Project (Cont.)

Date

Teacher

| Needs | Objectives | Subject Matter (Resource Materials) | Learning Experience | Evaluation |
|---|---|---|---|---|
| | | | diagrams, taped instructions, etc.)<br>3. symbols/terminology (center to include laminated self-correcting task sheets, old patterns cut up for matching exercise, transparencies, etc.) | choice. |


Front
The term 'baste' means
punched holes
Correct

## APPENDIX G

Geneseo Migrant Center
State University College, Geneseo, New York

## AUDIO-VISUAL EQUIPMENT FOR IN-CAMP USE

Note: To be requested at least two days in advance from the project director or assistant director.

Portable Videotape Recorder
Bell & Howell Auto Viewer (filmstrip projector)
Kodak Slide Projector
8mm Movie Projector
Sound Super 8 Film Projector
16mm Movie Projector
Instamatic Movie Projector
Voxcoms
Wollensak Tape Recorder (reel-to-reel)
Record Players
Pacer Machine
Portable Typewriters
Cameras: -Instamatics
-Landcameras (Polaroid)
-Movie (M-24, M-7)
-Kodak XL55
-Konica
-Nizo
-Kodak Brownie
Study Mates (filmstrip projector & cassette player)
Overhead Projectors
Movie Screens
Language Masters
Cassette Taperecorders

Geneseo Migrant Center
State University College, Geneseo, New York

## FILM REVIEW FORM

Name of Film______________________________ Date____________

Distributor________________________________________

Content:
☐ Excellent
☐ Good
☐ Fair
☐ Poor

Grade Level:
☐ High School - Adult
☐ Elementary - Junior High
☐ Primary

Comments:________________________________________

______________________________________________

______________________________________________

______________________________________________

mms
10/1/75

Geneseo Migrant Center
State University College, Geneseo, New York

FILM REVIEW FORM

Name of Film______________________________ Date____________

Distributor________________________________________

Content:
☐ Excellent
☐ Good
☐ Fair
☐ Poor

Grade Level:
☐ High School - Adult
☐ Elementary - Junior Hig
☐ Primary

Comments:________________________________________

______________________________________________

______________________________________________

______________________________________________

mms

APPENDIX I

GENESEO MIGRANT CENTER
State University College, Geneseo, New York

## SURVIVAL SKILLS KIT

### Table of Contents

1. AIM booklets
2. Alcohol
    - a. "Alcohol - Do You Know Enough About I?" pamphlet
    - b. "How Alcohol Affects the Body" pamphlet
    - c. "The Alcoholic is a Sick Person Who Can Be Helped" pamphlet
    - d. "Do's and Don'ts for the Wives of Alcoholics" pamphlet
    - e. Pre-test for Alcohol Education
    - f. Survey Sheet
3. Birth (Control and Pregnancy)
    - a. "Planning Your Family" pamphlet
    - b. "Having a Baby" pamphlet series
        - (1) "Unwed Mother"
        - (2) "Prenatal Care"
        - (3) "Be Good to Your Baby Before It Is Born"
        - (4) "Giving Birth"
4. Budgeting and Shopping
    - a. "Shoppers' Cent Saver" pamphlet
    - b. "Wegmans' Unit Pricing" pamphlet
    - c. "How the Shrewdest Shoppers Buy and Use Meat, Dairy Products and Eggs" pamphlet
    - d. 3" x 5" cards with shopping problems
5. Cancer
    - a. Toll-free number list for cancer information
    - b. "Know Cancer's Warning Signals" pamphlet
    - c. "Cancer Facts for Women" pamphlet
    - d. "Cancer Facts for Men" pamphlet
    - e. "The Great Imitators" pamphlet
    - f. "Don't Chance It, Baby" pamphlet
    - g. "How to Examine Your Breasts" pamphlet
6. Driver Education
    - a. Driver's manual
    - b. Permit application form
    - c. License application form

## Survival Skills Kit

7. Emergency
   - a. Emergency phone number list
8. First Aid
   - a. Adult
     - (1) First Aid, programmed text/workbook by B. Haller Igel
     - (2) Progress tests for use with text
     - (3) "General Directions for Giving First Aid" chart
     - (4) "FIRST AID - Artificial Respiration" chart
   - b. Child
     - (1) "Mouth-to-Mouth Breathing for Infants and Small Children" chart
     - (2) "An Accident Prevention Timetable" chart
9. Hypertension
   - a. "You and Your Blood Pressure" pamphlet
10. Job Skills
    - a. How to Get a Job and Keep It, worktext by Dorothy Y, Goble
11. Letter Writing
    - a. "How to Read and Write Business Letters" pamphlet
12. Magazines
    - a. Ebony
    - b. Sesame Street
    - c. The Sporting News
13. Maps
    - a. Map of the United States, unlabeled
    - b. Map of the United States, with states labeled
    - c. Map of New York State
    - d. Map of local counties, with locations of community resources marked
14. Newspapers
    - a. Local Newspaper
    - b. News for You, Teen Edition
15. Poison Control
    - a. Counterdoses sheet
    - b. "Poison and You" pamphlet
    - c. "Farm Workers' Pesticide Safety" pamphlet

Survival Skills Kit

16. Pinworm Infection

    a. "Pinworm Infection" sheet

17. Sickle Cell

    a. "15 Things You Should Know About Sickle Cell" pamphlet

18. Venereal Disease

    a. "VD - Epidemic of the 70's pamphlet
    b. "It Could Happen to You" pamphlet
    c. "Every Woman Should Know the Facts About Gonorrhea" pamphlet
    d. "Strictly for Teenagers" pamphlet
    e. "Help ZAP VD!" pamphlet

19. Social Security

    a. Application for a Social Security number

mms
3/9/77

GENESEO MIGRANT CENTER
State University College
Geneseo, New York

APPENDIX J
PART I.

## Literacy Volunteers of America

## Instructional Sheet

## BASIC MATH INVENTORY

Give student each worksheet one at a time.

1. Please read these numbers to me.

79 ________
845 ________
28,219 ________

$23.32 ________
7,603 ________
178,076 ________

2. Please write down on your paper the number I read to you.

88 ________
$130.16 ________
6,558 ________

107 ________
8,092 ________
32,608 ________

3. On this paper fill in the blank with the number that comes next. Look carefully.

1,2,3, ________
32,33,34, ________
104,105,106, ________

3,5,7, ________
18,20,22, ________
2,4,8, ________

Numbers 4,5,6, + 7 the student does independently.

## BASIC MATH INVENTORY

8. Read orally to student. Repeat twice if necessary. Give student separate piece of paper for work.

   1. If you usually work 37 hours a week and this week you worked 12 hours overtime, how many hours did you work this week?
   2. How much money would you need to buy a loaf of bread at 53¢ and a quart of milk at 50¢.
   3. Last year you weighed 160 lbs. You have lost 15 lbs. How much do you weigh now?
   4. If you have 10 yds. of material and you make a shirt that needs 7 yds. of material, how much do you have left?
   5. An apartment building has 6 floors. Each floor has 4 apartments. How many apartments are in the building?
   6. There are 12 eggs in a dozen. If you buy 3 dozen eggs, how many eggs do you have?
   7. Fruit juice is on sale 3 cans for 99¢. How much does each can cost?
   8. Four people work in your office. You buy 8 doughnuts for coffee break. How many doughnuts can each person have?

APPENDIX J
PART II

## BASIC MATH INVENTORY

## WORKSHEET

1.

| | |
|---|---|
| 79 | $23.32 |
| 845 | 7,603 |
| 28,219 | 178,076 |

---

2. (Read to student - have him write.)

---

3. COUNTING

1,2,3, ________ 32,33,34, ________ 104,105,106, ________

# BASIC MATH INVENTORY

## WORKSHEET

### 3. PATTERNS

3,5,7 ________    18,20,22, ________    2,4,8, ________

4.

$$\begin{array}{r} 3 \\ +\ 6 \\ \hline \end{array} \qquad 4+3= \qquad \begin{array}{r} 34 \\ +\ 53 \\ \hline \end{array}$$

$$\begin{array}{r} 245 \\ +\ 112 \\ \hline \end{array} \qquad \begin{array}{r} 546 \\ +\ \ 31 \\ \hline \end{array} \qquad \begin{array}{r} 2 \\ 0 \\ +\ 1 \\ 4 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ 23 \\ +\ 51 \\ \hline \end{array} \qquad \begin{array}{r} 643 \\ 22 \\ 310 \\ +\ \ \ 4 \\ \hline \end{array} \qquad \begin{array}{r} 7 \\ +8 \\ \hline \end{array} \qquad \begin{array}{r} 63 \\ +\ 72 \\ \hline \end{array}$$

$$\begin{array}{r} \$\ 4.83 \\ +\ 3.68 \\ \hline \end{array} \qquad \begin{array}{r} 4{,}732 \\ +\ 3{,}624 \\ \hline \end{array} \qquad \begin{array}{r} 2{,}001 \\ +1{,}999 \\ \hline \end{array}$$

5.

$$\begin{array}{r} 5 \\ -2 \\ \hline \end{array} \qquad 6-4= \qquad \begin{array}{r} 26 \\ -\ 4 \\ \hline \end{array}$$

$$\begin{array}{r} 263 \\ -142 \\ \hline \end{array} \qquad \begin{array}{r} 4{,}602 \\ -\ \ 601 \\ \hline \end{array} \qquad \begin{array}{r} 84 \\ -68 \\ \hline \end{array}$$

$$\begin{array}{r} 703 \\ -534 \\ \hline \end{array} \qquad \begin{array}{r} 8{,}006 \\ -\ 2{,}629 \\ \hline \end{array}$$

## BASIC MATH INVENTORY

## WORKSHEET

6. $\begin{array}{r} 8 \\ \times 9 \\ \hline \end{array}$ $\qquad \begin{array}{r} 36 \\ \times\ 2 \\ \hline \end{array}$ $\qquad \begin{array}{r} 0 \\ \times 9 \\ \hline \end{array}$

$\begin{array}{r} 40 \\ \times\ 2 \\ \hline \end{array}$ $\qquad \begin{array}{r} 2 \\ \times\ 146 \\ \hline \end{array}$ $\qquad \begin{array}{r} 4 \\ \times 1 \\ \hline \end{array}$

$\begin{array}{r} 978 \\ \times\ 68 \\ \hline \end{array}$ $\qquad \begin{array}{r} 244 \\ \times\ 102 \\ \hline \end{array}$ $\qquad \begin{array}{r} 767 \\ \times\ 10 \\ \hline \end{array}$

7. $8\overline{)72}$ $\qquad 3\overline{)39}$ $\qquad 3\overline{)306}$

$4\overline{)35}$ $\qquad 43\overline{)129}$ $\qquad 23\overline{)4,899}$

$325\overline{)4,899}$ $\qquad 801\overline{)40,002}$ $\qquad 100\overline{)1,000}$

APPENDIX J
PART III

## *BASIC MATH INVENTORY SUMMARY SHEET

Student's Name ______________________________

Tested by __________________________________ Date __________

Test Summary:

1. Numbers student cannot read __________
2. Numbers student cannot write __________
3. Recognizing Patterns in Series of Numbers
    a. simple progression __________
    b. more complex progression __________
4. Addition
    a. problems not involving carrying __________
    b. problems involving carrying __________
5. Subtraction
    a. problems not involving borrowing __________
    b. problems involving borrowing __________
    c. problems involving borrowing from 0 __________
6. Multiplication
    a. simple digit multiplier __________
    b. multiple digit multiplier __________
    c. carrying __________
    d. multiplication with 0 __________
7. Division
    a. single digit divisors __________
    b. multiple digit divisors __________
    c. problems with remainders __________

## BASIC MATH INVENTORY SUMMARY SHEET

8. Word Problems
    - a. addition ____________________
    - b. subtraction ____________________
    - c. multiplication ____________________
    - d. division ____________________

* TEACHER RECORD AND COMMENTS.

## BASIC MATH OPERATIONS

### ADDITION

1. Addition of single digit numbers in the vertical form where:
    a. the sum is less than 10
    b. the sum is greater than 10
2. Addition of multiple digit numbers in vertical form:
    a. not requiring transfer (carrying)
    b. requiring single transfer
    c. requiring multiple transfers
3. Addition involving zero
4. Addition of numbers in horizontal form

### SUBTRACTION

1. Subtraction of single digit numbers where borrowing is not required
2. Subtraction of multiple digit numbers where borrowing is not required
3. Subtraction involving borrowing:
    a. single transfer (borrowing)
    b. multiple transfer
4. Subtraction involving zero

### MULTIPLICATION

1. Multiplication with single digit multipliers:
    a. not requiring transfer (carrying)
    b. requiring single transfer
    c. requiring multiple transfers

## BASIC MATH OPERATIONS

2. Multiplication with multiple digit multipliers:
    a. not requiring transfer
    b. requiring single transfer
    c. requiring multiple transfers
3. Multiplication involving zero

## DIVISION

1. Division with single digit divisors:
    a. where quotient has no remainder
    b. where quotient has a remainder
2. Division with multiple digit divisors:
    a. where quotient has no remainder
    b. where quotient has a remainder
3. Division involving zero

## SAMPLE MATH EXFERIENCE

## STORIES

### My Garden

My garden is very large. It's almost three times the size of this room. It takes a lot of work but I don't mind it.

We got lots of strawberries this year. We mostly like beans. We sell them. Some people at work and old people we give some to them. It all comes out in the end.

I want to have a strawberry stand. I've got to learn about that so that I don't get taken advantage of.

RECOMMENDATION:

1. Use a maximum of 8 new words.
2. Use on (1) of 4 basic math operations.

e.g., I picked ten rows of strawberries.
Dead-eye picked eight rows.
How many did we pick altogether?

Geneseo Migrant Center
State University College, Geneseo, New York

# ALCOHOL EDUCATION PROJECT

BY

Virginia Rodgers, In-Camp Teacher

## A. GOALS:

1. Agency Goals:
   The major goal of the Geneseo Migrant Center In-Camp Program is to help the migratory farm worker master those tools of communication, thinking and self-direction that will best help him make those decisions critical to his daily and future life.

2. Project Goals:
   The major goals of this project are to help the migratory farm worker to:
   a. Look at himself critically in terms of his use of alcohol and understand that inappropriate or excessive use of it may be the cause of other problems in his life.
   b. Recognize the fact that he needs help and know where that help is available to him and how to go about getting it.
   c. Become aware of ways he can gain new self-respect and make his life more manageable and meaningful.
   d. Understand the relation of alcohol to his personal health, sexual matters, work and social situations.
   e. Learn ways of preventing alcohol-related problems before they occur.

## B. OBJECTIVES:

1. Program Objectives:
   The major objectives of the Alcohol Education Program are:
   a. To give the migratory farm worker accurate information about alcohol and its effects on the body through the use of professional speakers, phamphlets, films and experience stories.
   b. To encourage him to participate in obtaining information about agencies which offer help to anyone with an alcohol-related problem by visiting those agencies, listening to an agency representative and reading the agency literature.
   c. To encourage him to evaluate his drinking behavior by answering questions about himself in relation to his use of alcohol.
   d. To give him an opportunity to express his views on alcohol and listen to others express themselves in an open group discussion or in private couselling.
   e. To demonstrate to him other alternatives for getting "turned on" besides alcohol by participating in sports, games and hobbies of interest to him.
   f. To give him a chance to act out his frustrations, problems and inner feelings by participating in simulation games and role-playing activities.

ALCOHOL EDUCATION PROJECT

g. To evaluate what he has learned about alcohol by asking him questions and observing his behavior.

2. Performance Objectives:

During the course of this project and as a result of it, the migratory farm worker will be able to:

a. Describe the behavioral characteristics of an alcoholic according to those descriptions set up by national and state councils on alcoholism.
b. Show graphically on posters and transparencies the stages of alcoholism as described by the National Institute on Alcohol Abuse and Alcoholism.
c. Discuss his personal or family alcohol-related problems in a group discussion, wherein each person relates one alcohol-related problem.
d. Take pictures of the more pleasant aspects of his life and share three of those photographs with others.
e. Visit agencies that offer help to the alcoholic and/or his family at least one time.
f. Watch at least two films about alcohol from the local AA.
g. Help solve problems that arise from alcohol abuse by taking an active part in a simulation game or a role-playing activity.
h. Describe what he already knows about alcohol by answering questions on a pre-test. (13 questions).
i. Describe what he has learned about alcohol by answering the same questions on a post-test (13 questions).
j. Describe treatment available to him to others or to the teacher according to the Alcoholism Anonymous Program.

## C. TARGET POPULATION:

This project has been designed primarily for the migratory farm worker who, often with his family, has been working his way North: picking fruit, transplanting vegetables or doing whatever work was available. He is anywhere between the ages of 16 and 65 - usually a drop-out from shcool so that he can add to the family income or support his own family. Many times the men come by themselves, leaving their families at home. He works long, long hours, from sun-up to sun-down, at hard physical labor for the minimum wage. If the weather is rainy or the crops not ready, he does not work and does not get paid. He often comes by bus, provided (at a fee) by the crew leader who arranges for his meals and lodging. His reading level ranges from illiterate to 5th or 6th grade. He works hard and looks forward to his leisure time. Since transportation is limited, he may spend most of this leisure time drinking (at an inflated price). Much physical abuse to family and co-workers takes place during this so-called "leisure-time". It is possible that if the migrant can only realize how much the abuse of alcohol is affecting his life and that of his friends and family, he would be able to help himself make his life more meaningful by participating in more beneficial activities.

## ALCOHOL EDUCATION PROJECT

### D. RATIONALE:

The migratory farm worker has a very real problem with alcohol. He is often depressed with his housing and working conditions. He has little time or money for recreation - so he drinks. He often has to pay an inflated price for alcohol from the crew leader and usually goes into debt to pay for it, causing him to be even more depressed and leaving very little money for groceries, clothing or medical care. Due to transportation problems, he is confined to camp for most of his stay in New York with not much to do there; he drinks. Among the migrants, men and women, heavy drinking is an accepted way of life. If a problem exists, they are often unaware of it and either don't care or are unable to do anything about it - not knowing where to go for help or how to get there. This then may become their life-style: working, drinking, fighting, always in debt.

When this project has been completed, it is hoped the Migrant will be able to recognize his problem, if he has one, and know how to help himself or how to secure help from others. Those without problems will have a better understanding of how to prevent them. Hopefully, he will realize that there is a better life and with some effort on his part he can make his life more meaningful.

Dr. Gloria Mattera, Director of the Geneseo Migrant Center in Geneseo, and her staff are especially concerned about the alcohol life-style. We have had special programs with alcohol before, but we feel it is important to continue reinforcement. We will continue, as in previous years to reward those persons who abstain from the use of alcohol with material benefits, such as, blankets and special trips or things that are of special importance to them. All of us who work with these people look constantly for new ideas that will provide for them a fuller, richer life.

### E. PROCEDURES:

Time has already been allotted for this project. It will be used first as an inservice training for the In-Camp teachers. They will become familiar with the objectives and when they feel that the camp is ready, will devote one evening per week to Alcohol Education. Persons from the camp will be encouraged to participate in the varied activities by the use of a reward given each time that person comes to these special classes. These teachers have already been hired, so no special funding will be required for the project. Supplies already on hand at the Migrant Center will be used. I will be in the camps to help get the project started and make regular visitations to see how it is progressing.

During the In-Service sessions we will go over the project thoroughly. The teachers will perform all the activities which I have planned for the people in camp, so that they will be completely familiar with each portion and will use whatever seems adaptable and appropriate for their particular camp population. The training session will take approximately 2 or 3 evenings - less if some of the activities can be completed outside the classroom. In the camps the Unit will take about 5 or 6 evenings, depending on how late the migrants have to work in the field.

The major constraint will be the long working hours and the tiredness of the persons in camp. Many of them just want to eat or drink and fall into bed. Most crew leaders and growers have given us permission to teach in the camps in the evening.

## F. METHOD:

Materials needed -

- transparency film
- drawing pencils
- construction paper
- crayons, paint, paste, etc.
- copies of the pre-test
- copies of the post-test
- phamphlets from AA
- cameras
- film (slide and regular)
- tape recorder and cassettes
- films from AA
- films from National Council on Alcoholism
- phamphlets from Toronto

Other persons involved in this project will be the In-Camp teachers and the tutors working with them. These persons will attend the In-Service training sessions and then will take the project into the camps and work with the interested people there. We will have as our special guest speaker Mr. Driscoll, from the Livingston County AA Information Center. He will be speaking to the whole group and is also willing to do individual counselling if anyone requests it.

In order to accomplish the program objectives, the migratory farmworker will participate in the following activities:

- Make transparencies about alcohol abuse and alcoholism.
- Make posters showing the better things in life - as opposed to drinking.
- Take snapshots of "beautiful things".
- Role-play; family situations, work and social activities (all alcohol related).
- Take field trips to AA, Al-Anon and Al-Teen open meetings.
- Participate in discussion groups about problems involving alcohol - such as; violence, arrests, finances, etc. (students will decide).
- Participate in simulation games or activities involving decision-making; decisions about alcohol-related problems; such as traffic accidents, job dismissals, broken homes, vandalism, etc.
- Read phamphlets from AA, national and state councils on alcoholism, Institute on Alcoholism and Addiction Research in Toronto.
- View films from AA and the National Council on Alcoholism.
- Listen to AA special guest speaker, Mr. Driscoll.
- Do word search puzzles.
- Take the pre- and post-test.

## G. EVALUATION:

For purposes of evaluation, this project will begin with a pre-test on the worker's knowledge of alcohol and alcoholism and end with the same test. Most other evaluation will have to be of the observational or listening type. The In-Camp teachers will attempt to note any behavioral changes there and will keep a record of rewards given for abstinence. By participating in and listening to discussions, role-playing activities and simulation games we will try to determine any changes in the migrants' attitudes about his alcohol-related behavior. By observing the posters and transparencies made by the migrants, we will notice if they have become more informed about the effects of alcohol in their lives. If anyone asks for help, we will know that he was able to recognize that he had a problem and has a desire to change his behavior in order to make his life more meaningful.

## UNITS OF INSTRUCTION

### UNIT I - ASSESSMENT

GOALS:

1. To determine what the student already knows about alcohol, its characteristics, use and abuse.
2. To know about the students past experiences with alcohol.

OBJECTIVES:

1. Student will indicate on the pre-test his knowledge of alcohol.
2. Student will answer, if he wishes, AA's 12 questions to determine if he has an alcohol-related problem.
3. Student will write an experience story about any past experience he has had with alcohol.
4. Student will discuss with others his alcohol-related problems.

ACTIVITIES:

1. Each student will take the pre-test.
2. Each student will write experience stories about alcohol experiences.
3. Each student will participate in discussion groups - "What is alcohol?" "How does it affect me?"

EVALUATION:

1. Check answers on pre-test.
2. Read experience stories.
3. Listen and join discussions.

### UNIT II - INFORMATION

GOALS:

1. To give students accurate information concerning alcohol use and abuse.
2. To show students how to recognize alcohol problems.
3. To indicate to students where they can get help if they are ready to accept it.

OBJECTIVES:

1. Student will be able to describe orally and graphically the characteristics of alcohol.
2. Student will be able to show and tell how the misuse of alcohol affects their life style.
3. Student will be able to indicate where to go for help if he or someone near him desires it.

ACTIVITIES:

1. Read phamphlet from display (to be read to the non-reader).
2. View films from AA and the National Council on Alcoholism.
3. Make transparencies about alcohol, its effects, characteristics and use (or abuse).

(continued)

4. Take a field trip to AA, AL-ANON and AL-TEEN open meetings.
5. Do work search puzzles (alcohol-related words).
6. Make posters with anti-alcohol slogans.
7. Listen to guest speaker - Mr. Driscoll.
8. Take part in group discussions (topics suggested by students).

EVALUATION:

1. Finished posters and transparencies will indicate what the student has learned about alcohol use and abuse.
2. Discussions will indicate what problems he has and if he needs help.
3. A call for help will indicate that he has recognized his problem and has a desire to change.

## UNIT III - EVALUATION

GOALS:

1. To determine any changes that have taken place in the drinking behavior of the migratory farmworker.
2. To evaluate his problem-solving techniques in relation to alcohol.
3. To note any new decisions he may have made concerning his life-style.
4. To test new knowledge gained by the student about alcohol.

OBJECTIVES:

1. Student will indicate on the post-test his knowledge about alcohol.
2. Student will be able to solve simulated alcohol-related problems.
3. Student will discuss possible changes in his life-style. He will be turned on by things other than drinking.
4. Student will communicate more freely about his problems.

ACTIVITIES:

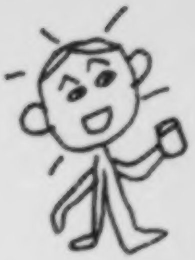
1. Student will take post-test.
2. Student will participate in simulation games - involving alcohol-related problems. Problems, characters, solutions will all be manipulated by the student. (Sample included for information only).
3. Student will participate in group discussions - family problems, future plans, "hang-ups", etc.
4. Student will take additional trips to AA if requested.
5. Student will receive individual counselling, if desired.

EVALUATION:

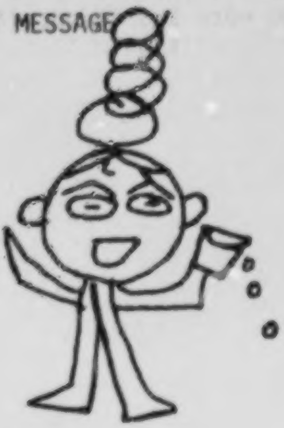
1. Compare pre and post test scores for new knowledge about alcohol.
2. Observation of behavior.
3. Listen to discussions to determine if student has desire to change his life-style, including drinking habits.
4. Observe and listen during simulation games to note any new techniques in problem-solving.

## ALCOHOL EDUCATION PROJECT

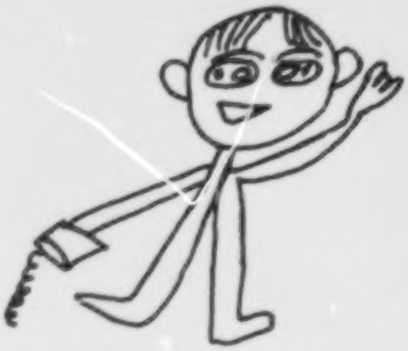
## SAMPLE - - TRANSPARENCY MESSAGE



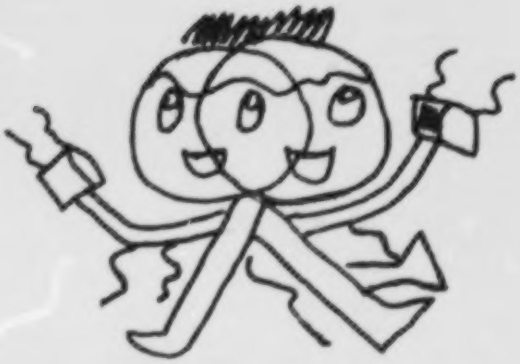
1 - 2 drinks
gaiety
flushed
uninhibited



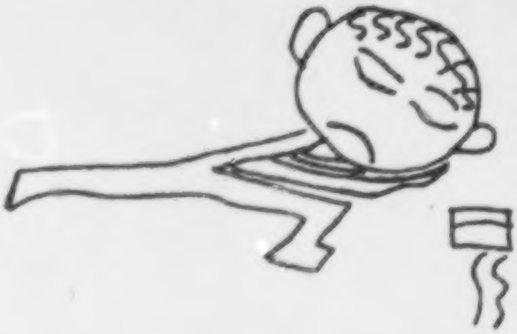
3 drinks
giddiness
slow coordination



5 drinks
blurred vision
fuzzy speech



8 drinks
staggering
double vision



20 drinks
clammy skin
unconscious ("OUT")

(Continued)

## PRE - TEST FOR ALCOHOL EDUCATION

NAME ________________________________ AGE __________ CAMP _____________ DATE _________

Complete the sentence with the correct answer:

1. Alcohol is classified as
   a) causing hallucinations (day dreams)
   b) a depressant (a downer)
   c) a stimulant (an upper)

2. How many ounces of alcohol are needed to change behavior?
   a) 2 ounces per hour
   b) 5 ounces per hour
   c) the amount changes with the person

3. Alcohol can create a sense of
   a) confidence
   b) happiness
   c) depression (sadness)
   d) all of these

4. Which of the following is NOT a common use of alcohol today?
   a) religion
   b) medicine
   c) social events - parties

5. Which of the body functions are affected by alcohol?
   a) motor coordination (walking)
   b) speech
   c) vision
   d) all of the above

6. When one withdraws from alcohol, ____________ may occur.
   a) convulsions (seizures)
   b) myopia - double vision or blurred vision
   c) hearing loss
   d) all of these

7. Alcohol has a _________________ affect on the nervous system.
   a) stimulatory (speeded up)
   b) depressant (slowed down)
   c) none

8. The behavioral effects of alcohol may result in feelings of
   a) insecurity (afraid)
   b) paranoia (no one likes you)
   c) relaxation
   d) all of these

## PRE - TEST FOR ALCOHOL EDUCATION (cont.)

9. If you and Mohammed Ali were out drinking and you felt he had insulted you, what might you do if you had been drinking heavily?
   a) Ask him nicely to apologize
   b) Leave the room quietly
   c) Threaten him with bodily harm

10. Alcohol was first known to be used by the
   a) Egyptians
   b) Arabs
   c) Jews
   d) none of these

11. An alcoholic is one who (choose one or more)
   a) drinks a lot
   b) is unable to choose whether to drink or not
   c) drinks an alcoholic beverage everyday
   d) cannot voluntarily stop drinking

12. A hangover is characterized by
   a) vertigo - loss of balance
   b) nausea
   c) dizziness
   d) all of these

13. Some common symptoms of withdrawal are
   a) weakness
   b) convulsions - seizures
   c) excessive perspiration (sweating)
   d) all of these

(continued)

## SAMPLE - SIMULATION GAME

PROBLEM:

Willy Davis got smashed last night; cut up his best friend, Joseph, and slapped his wife around, scaring the wits out of his kids. The local police put him in jail. What will happen now?

CHARACTERS:

Family - wife and 4 children (ages 11,10,14, and 16)
Friends - Joseph and 2 or 3 others
Police - 2 who arrested him
Family court Judge
Care-giver - teacher, minister, crewleader or camp counsellor
AA person
Employer or Grower
Willy (of course)

PROCEDURE:

1. Students assume roles of the character of their choice.
2. Each group decides what will happen to Willy.
3. Willy makes a final decision about what he will do now, according to the recommendations of the groups.

EVALUATION:

Students will assume character roles most nearly like their inner-selves.
Students will be aware of the more realistic problems involved in the misuse of alcohol.

# ALCOHOL EDUCATION PROJECT

## SURVEY SHEET

Answer the Following Questions About Your Own Drinking Habits:

1. Have you ever decidedto stop drinking for a week or so, but it only lasted for a coupleof days? (yes) (no)
2. Do you wish people would mind their own business about your drinking and stop telling you what to do? (yes) (no)
3. Have you ever switched from one drink to anotherin hope that this would keep you from getting drunk? (yes) (no)
4. Have you had a drink in the morning during the last year? (yes) (no)
5. Do you envy people who can drink without getting into trouble? (yes) (no)
6. Have you had problems connected with drinking during the last year? (yes) (no)
7. Has your drinking caused trouble at home? (yes) (no)
8. Do you ever try to get extra drinks at a party because you do not get served often enough? (yes) (no)
9. Do you tell yourself you can stop drinking any time you want to, but keep righton drinking? (yes) (no)
10. Have you missed days of work because of drinking? (yes) (no)
11. Do you have blackouts - loss of memory of the night before? (yes) (no)
12. Have you ever felt your life would be better if you did not drink? (yes) (no)

If you wish, you may sign your name here ______________________________

EDUCATION
MIGRANT CHILDREN

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# SOCIAL SECURITY AND THE MIGRANT FARM WORKER

Most farm workers are covered by the Social Security Law. The employer of farm workers is responsible for keeping a record of wages paid to the worker and of making required reports on wages paid.

A farm worker's earnings are covered by Social Security if his employer pays him $150 or more in cash wages during the calendar year for agricultural work. His earnings are also covered if he works 20 or more days during the year for cash wages figured on a time basis.

Either the crew leader or the farmer may be the employer depending on the working agreement between the two. In the last analysis the employer is the person who has final control of the workers.

Despite their coverage many farm workers do not know about their rights under the Social Security Act; nor do they know the value of the benefits that may be paid to them and to their families if earnings stop because of disability, death, or retirement. Also there has been reported abuse of the workers by employers who may deduct the tax but fail to report it.

Therefore there is a real need to inform migrant workers of their rights as well as to help them learn how to check on whether reports are being made of their wages and payments are being made in their behalf. Workers and their families who might be eligible for benefits should be referred to the local Social Security office.

Aids for the Classroom Teacher.

The Social Security Administration of the U.S. Department of Health, Education and Welfare has a number of useful materials for the classroom teacher, the counselor or community leader who works with migrant workers and their families. These materials include-

For the teacher:

Free teaching aids--publications, wall charts and movies.

For the worker: (in both Spanish and English)

Joe Wheeler Finds a Job--an adult education reader.

Medicare--How it works.

Social Security Record Book.

Forms worker can use to check his record.

For these materials and further information, contact your local Social Security office. Their representative will be glad to come to your classroom or group meetings to discuss Social Security for farm workers.

Fact Sheet Number 7
Revised 9/71

Geneseo Migrant Center APPENDIX M
State University College, Geneseo, New York

## MINIMUM WAGE SCALE

New York farm employers covered by the Federal Wage-Hour Law must comply with both the federal law and the State Farm Minimum Wage Law. Before the 1974 changes, complying with the state law provided reasonable assurance of compliance with the federal law. This is no longer the case. The employer covered by the Federal Wage-Hour Law should examine his situation to see that he is in compliance - particularly in the areas of piece-rates, allowances, youth rate certificates, handicapped worker certificates and youth farm minimum wage rate.

Following is a scale of minimum wage comparing farm and industrial worker rates from 1974-1978.

| Commencing | Farmworkers | Industrial Workers |
|---|---|---|
| January 1974 | $1.30 | $1.60 |
| January 1975 | $1.80 | $2.10 |
| January 1976 | $2.00 | $2.30 |
| January 1977 | $2.20 | $2.30 |
| January 1978 | $2.30 | |

GM/sr

Geneseo Migrant Center
State University College, Geneseo, New York

| | Yes | No |
|---|---|---|
| On Medicaid? | | |
| If "no", applied for? | | |

## MEDICAL REFERRAL FORM

Name ______________________ Date of Birth ______________

Address ______________________________________________

Crew Leader ____________________ Grower ________________ (if known)

Complaint ____________________________________________

______________________________________________________

Referred by ____________________ Date __________________

Mail this form to Audrey Parmalee - Wyoming County Dept. of Health - Box 190 Thompson Hill, Warsaw, New York 14569

---

| | Yes | No |
|---|---|---|
| On Medicaid? | | |
| If "no", applied for? | | |

Please return this portion to the Geneseo Migrant Center

Office Use Only

Name ______________________ Date of Birth ______________

Address ______________________________________________

Crew Leader ____________________ Grower ________________ (if known)

Complaint ____________________________________________

______________________________________________________

Follow-up ____________________________________________

______________________________________________________

Referred by ____________________ Date __________________

mms
9/2/75

APPENDIX

Geneseo Migrant Center
State University College, Geneseo, New York

## COLLEGE ASSISTANCE MIGRANT PROGRAMS (CAMP) IN THE UNITED STATES

COLLEGE ASSISTANCE MIGRANT PROGRAM (CAMP)
California State University at San Diego
55th and Hardy
San Diego, California 92182
Antonio Rivas, Director
(714) 286-5208

COLLEGE ASSISTANCE MIGRANT PROGRAM (CAMP)
(Project Alma)
114 Richardson Hall
Alamosa, Colorado 81102
Arnold Chavez, Director
(303) 589-7900

COLLEGE ASSISTANCE MIGRANT PROGRAM (CAMP)
Saint Edward's University
3001 South Congress
Austin, Texas 78704
Thomas Bjelland, Director
Brother Stephen Walsh, C.S.C. President
(512) 444-2621

COLLEGE ASSISTANCE MIGRANT PROGRAM (CAMP)
Pan American University
1201 West University Boulevard
Edinburg, Texas 78539
Lucas Hinojosa, Director
Romero Villarreal, Advisory Committee Chairman
(512) 381-3111

CAMP programs, located on various college campuses throughout the country, assist migrant youth and young adults in enrolling in a college curriculum by providing financial and supportive assistance.

(Continued)

## HIGH SCHOOL EQUIVALENCY PROGRAMS (HEP) IN THE UNITED STATES

HIGH SCHOOL EQUIVALENCY PROGRAM (HEP)
California Polytechnic State University
San Luis Obispo, California 93407
Tony Garcia, Director
(805) 546-4641

HIGH SCHOOL EQUIVALENCY PROGRAM (HEP)
University of the Pacific
Quonset #4
3601 Pacific Avenue
Stockton, California 95211
Angel Terea, Director
(209) 946-2521
(209) 946-2522

HIGH SCHOOL EQUIVALENCY PROGRAM (HEP)
University of Miami
1223 Dickinson Drive
Bldg. 48M
P. O. Box 284171
Coral Gables, Florida 33124
Billie Davis, Director
(305) 284-2566

HIGH SCHOOL EQUIVALENCY PROGRAM (HEP)
University of Nebraska
501 N. 10th Street
Lincoln, Nebraska 68508
Mike Wortman, Director
(402) 472-3477

HIGH SCHOOL EQUIVALENCY PROGRAM (HEP)
New Mexico Technical Vocational School
General Delivery
El Rito, New Mexico 87530
Frank A. Serrano, President
Dennis Salazar, Board Chairman
(505) 581-4501

## HIGH SCHOOL EQUIVALENCY PROGRAMS (HEP) IN THE UNITED STATE (CONT.)

HIGHSCHOOL EQUIVALENCY PROGRAM (HEP)
East New Mexico University
P. O. Box 6761-Roswell Camp
Dewey Johnson, Director
(505) 347-5441

HIGH SCHOOL EQUIVALENCY PROGRAM (HEP)
University of Oregon
Barrister Hall
Eugene, Oregon 97403
Enrique Gallegos, Director
Bob Gilberts, Dean of School of Education
(503) 686-3531

HEP programs located in various college campuses throughout the country, assist migrant youth in obtaining a high school diploma by providing financial and supportive assistance.

GENESEO MIGRANT CENTER
State University College
Geneseo, New York

## MIGRANT SERVICES KEY

| PROBLEM | PROCEDURE |
|---|---|
| FOOD STAMPS | |
| 1. Willie Jo has been to the Dept. of Social Services to apply for food stamps but was denied them because the crew leader said he didn't need them since he would be working soon. What do you advise Willie Jo to do? | 1.a. Read the Administrative letter from the Dept. of Social Services on Food Stamp Regulations for migran farm workers on page 36 of the Guidebook.<br>b. The Migrant Legal Action Program from Albion, N.Y. has a grant to assist migrant farm workers to obtain proper food and nutrition. Contact the Program Director for more information.<br>c. The Crew Leader Registration Act requires crew leade to provide certain information about their workers. Please contact the Program Director before pursuing it any further. |
| 2. Geraldine needs food stamps since she hasn't been working but has no transportation to the Dept. of Social Services. Where can a migrant worker turn to obtain transportation? | 2.a. Refer any request to the Program Director who will contact the appropriate agency.<br>b. The Volunteer Center at S.U.C. Geneseo may be able t assist. Contact the Program Director to contact the Volunteer Center. |
| 3. Food stamps were not issued to a migrant crew because they were told they were not eligible because they didn't have their prior wage statements. What do you advise the crew to do? | 3.a. There is a Federal Law requiring employers to provid wage statements to the workers. Please contact the Program Director<br>b. See Guidebook page 35 for sample wage statement. |

GENESEO MIGRANT CENTER
State University College
Geneseo, New York

## MIGRANT SERVICES KEY

| PROBLEM | PROCEDURE |
|---|---|
| 4. Dorothy applied for food stamps on Tuesday and it is now Friday and she still hasn't received them. She needs the food for her family. How can you help Dorothy? | 4.a. See (a) in number 1.<br>b. See (b) in number 1. |
| 5. Mary says her crew leader won't complete the forms necessary for the crew to get food stamps. What should she do? | 5.a. See (a) in number 1.<br>b. See (b) in number 1. |
| 6. Pedro applied for food stamps but was denied them because he didn't have enough documentation. He does not have a birth certificate. Does he need a birth certificate and how can he get one? | 6.a. See (a) and (b) in number 1.<br>b. To obtain a birth certificate it may take quite somet The procedure is to write to the place of birth of the person. It usually costs $2.00 to receive the certificate. Oftentimes you will find that there are no records available on the birth of migrant farm workers. |
| HEALTH | |
| 7. Walter has an emergency medical problem. What kind of service can he get? How can he get it. | 7.a. The local hospital emergency room is the best place for a person to go to obtain emergency care. At the Wyoming County Community Hospital forms are completed to obtain medicaid if the worker does not already hav it. |

GENESEO MIGRANT CENTER
State University College
Geneseo, New York

## MIGRANT SERVICES KEY

| PROBLEM | PROCEDURE |
|---|---|
| 8. Anne desperately needs eye glasses. What is the procedure for her to get them? | 8.a. If someone tells you they need glasses, send in a referral. The person's vision and eye health will be tested.<br>b. If the person needs glasses or eye treatment, the clinic will:<br>1. refer someone over 35 to an opthamologist; or<br>2. refer someone with healthy eyes to an optometrist to be fitted for glasses.<br>c. A public health nurse should notify the person about his appointment and arrange for transportation when necessary.<br>d. Glasses can be made in one week.<br>e. If this system doesn't work, or if you find someone who has severe eye problems, you may make an appointment directly for the person. Please note: If you plan to make an appointment for someone, be sure to call the Medicaid Office of Wyoming County Dept. of Social Services to verify the person has medicaid benefits. Notify the Program Director of any action you take.<br>f. Glasses may be replaced if it has been two years since they were last issued in Wyoming County. Follow the same procedure to replace lost glasses as you would to obtain them for the first time.<br>g. Local Lions Clubs may also be contacted for assistanc in obtaining eyeglasses. |

GENESEO MIGRANT CENTER
State University College
Geneseo, New York

## MIGRANT SERVICES KEY

| PROBLEM | PROCEDURE |
|---|---|
| 9. Luis needs Medicaid to be able to receive needed medical assistance, but doesn't have transportation to the Dept. of Social Services. What alternatives does he have? | 9.a. See 2a and b. |
| | b. A Dept. of Social Service worker is available at the Migrant Clinic in Wyoming County and he can apply for medicaid there. (there is free transportation to the clinic). |
| 10. A worker needs dental care. He hasn't been able to work because of severe dental problems. How can you help to alleviate his problems? | 10.a. If a worker goes to the Wyoming County Migrant Clinic the staff at the clinic will make an appropriate referral for the worker. |
| | b. The G.M.C.'S dental trailer is available throughout the summer on the Geneseo Campus and in the fall at a migrant camp in Wyoming County. Please refer any dental problems to the Program Director. |
| | c. See Appendix N. |
| | d. Project REACH, a non-profit service in Cohocton, N.Y., has a dental clinic available. Contact the Migrant Center for more details and to make any referrals. |
| 11. Ronnie has confided in you that he feels he has VD. What should you do to assist him? | 11.a. Refer the worker to the Migrant Clinic immediately to see a private physician. |
| | b. A vast amount of educational material is available on Veneral Disease. The material can be obtained either at the Migrant Center or at the local Health Department. |

GENESEO MIGRANT CENTER
State University College
Geneseo, New York

## MIGRANT SERVICES KEY

| PROBLEM | PROCEDURE |
|---|---|
| HEALTH (CONT.) | |
| 12. Delores is 14 years old and has found out she is pregnant. Her mother wants her to have an abortion and she wants to keep the baby. Either way, what are the services available to her? | 12.a. Refer Delores to the local Migrant Clinic or to a private physician to discuss the problem. A medical person will be able to counsel Delores and her mother on the alternatives. |
| | b. Family planning and birth control information are available for her through the clinic. |
| | c. Rochester and Buffalo also both have large clinics available for Delores to obtain an abortion. The service can be covered by medicaid. |
| 13. Joe has a serious drinking problem and has admitted he wants some help. Where can he go and what can you do? | 13.a. See Guidebook page 30 on alcohol education. |
| | b. The Livingston-Wyoming Alcoholism Information Center provides counseling and other assistance for alcohol related problems. Contact the program director for more information. |
| HUMAN RIGHTS | |
| 14. Carlton and Tom both fear for their well being in the camp. They had been picked up in Baltimore a week ago and don't want to be in the crew. They have been threatened by others if they try to leave. What advice can you give to the two workers? | 14.a. Please refer the problem to the Program Director immediately. |

## MIGRANT SERVICES KEY

| PROBLEM | PROCEDURE |
|---|---|
| HUMAN RIGHTS (CONT.) | |
| 15. Bobo was picked up last evening in Detroit and wants to to home. He says he was drunk and didn't know where he was going. Is there anything he can do? Can you help him in any way? | 15.a. Refer the situation to the Program Director. |
| EDUCATION | |
| 16. Leroy wants to get involved in a Vocational program once he returns to Florida. Where should he start and what should you do to start procedures. | 16.a. The National Migrant Information Clearing House at the Juarez-Lincoln Center in Austin, Texas published a book on each state describing all programs serving migrant workers in that state. Refer to the publication on Florida available at the Migrant Center.<br>b. The Geneseo Migrant Center has a small grant from The Occupational Education Supervision Division of The State Education Department, to serve as a catalyst for migrant workers to obtain Vocational Education. Please contact the Center for more information. |
| 17. Joyce just arrived in the state and wants to enroll her children in a day care center so she can work. Is there any center available for migrant children? | 17.a. See Guidebook section on Day Care, page 45 .<br>b. Contact your Project Director to find out where the closest Day Care Center is to your area. |

GENESEO MIGRANT CENTER
State University College
Geneseo, New York

## MIGRANT SERVICES KEY

| PROBLEM | PROCEDURE |
|---|---|
| | EDUCATION (CONT.) |
| | 17.c. The Geneseo Migrant Center operates a Day Care Center for migrant children from Livingston, Wyoming and Steuben counties throughout the summer. In the fall the local communities operate their own. |
| 18. The Collins family wants to get their children extra help in school because they are falling behind the rest of the children. What is available to help the children? | 18.a. Refer this problem to the Migrant Center. In New York State the Bureau of Migrant Education conducts a tutorial program to give migrant children additional help in reading. The program is operated in ten tutorial centers across the state. |
| 19. Cruz has finished high school and wants to enroll in college but needs financial assistance. What assistance is open to Cruz. | 19.a. The Joseph Mattera National Scholarship Fund for Migrant Children assists financially those migrant youth across the country desiring to further their education and meet their personal and educational goals. Guidelines for eligibility and application forms are available at the Geneseo Migrant Center. |
| | b. The Migrant Program Communication Project of the Bureau of Migrant Education, State Education Dept., has published a booklet, *College Level Financial Aid Opportunities for Migrant Students within the State University of New York* listing all possi- of financial aid for migrants within New York State |

GENESEO MIGRANT CENTER
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Geneseo, New York

## MIGRANT SERVICES KEY

| PROBLEM | PROCEDURE |
|---|---|
| | EDUCATION (CONT.) |
| | 19.c. CAMP (College Assistance Migrant Program) is available for migrant youth wishing to attend college. The program provides financial assistance to the youth and is available on four college campuses in the country. For more information and referral to the program please contact your program director. See Appendix O for a complete list of CAMP programs. |
| 20. Donald dropped out of school before he completed high school, but now wants to get back in school when he returns to his home base. How should he do it? | 20.a. See Number 18(a). |
| | b. Refer to the Migrant Center so an appropriate referral can be made to the Florida Migratory Child Compensatory Program. |
| | c. See Number 15(a) |
| | d. The HEP (High School Equivalency Program) based in Florida is available to provide financial assistance to migrant youth so they can complete high school See Appendix O for a complete listing of HEP Programs in the country. |
| LABOR | |
| 21. Hank hasn't been given a wage statement in four weeks and doesn't know where he stands financially with the crew leader. What should you do? | 21.a. See Number 3(a). |
| | b. Refer the situation to the Migrant Center. |

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APPENDIX P (Continued)

## MIGRANT SERVICES KEY

| PROBLEM | PROCEDURE |
|---|---|
| LABOR (CONT.) | |
| 22. Howard wants to stay in New York State after the harvest season and find year-round employment. Where should be begin in finding employment? What should you do to help? | 22.a. The New York State Employment Service has a mandate to serve migrant farm workers. For a list of these services contact your local Employment Service. |
| | b. Any request should be channeled through the Program Director. |
| 23. Chester was hurt in an accident while working and now can't work for three weeks. Is Workman's Compensation available for him? What should he do? | 23.a. Workmen's Compensation should be available to any farm worker who works for a farmer whose total cash wage payments to farm employees in the previous calendar year amounted to $1,200 or more. |
| | b. For more information contact your local Workmen's Compensation Board or the Migrant Center. District offices of the Workmen's Compensation Board are located as follows:<br>Albany<br>1949 North Broadway 12241 (518) 474-6674<br>Binghamton<br>State Office Building 13901 (607) 773-7867<br>Buffalo<br>125 Main Street 14203 (716)842-4413 |

## MIGRANT SERVICES KEY

| PROBLEM | PROCEDURE |
|---|---|
| | LABOR (CONT.) |
| | 23.b. Hempstead<br>175 Fulton Avenue 11550 (516) 486-4300<br>New York City<br>The World Trade Center 10097 (212) 488-4141 |
| 24. Robert heard that migrant farm workers are sometimes eligible for unemployment insurance. Is this true and how would one apply? | 24.a. In 1975 Special Unemployment Insurance benefits were extended to include migrant farm workers. A worker must have been employed in at least 20 of the 52 weeks before the start of his claim and must have earned at least $600.00 in his best 20 weeks.<br>b. Contact the Migrant Center or local employment office for more information. |
| BILINGUAL | |
| 25. Raul can't speak English and needs assistance in learning the English language. What opportunity is open for him? | 25.a. Literacy Volunteers of America, Inc. has developed a training program to teach teachers techniques in E.S.L. (English as a Second Language). All the materials for the E.S.L. workshop are available to you at the Center.<br>b. See Number 15(a). |

GENESEO MIGRANT CENTER
State University College
Geneseo, New York

## MIGRANT SERVICES KEY

| PROBLEM | PROCEDURE |
|---|---|
| SETTLE OUT | |
| 26. Elsie and Ben want to settle out of the migrant trend at the end of the season. How can you assist them? | 26.a. Contact the Program Director who will contact the appropriate agency. |

Geneseo Migrant Center
State University College, Geneseo, New York

## ADULT LEARNER FORM

NAME ______________________________

CAMP ______________________________

SEX ____________ AGE ____________

HIGHEST SCHOOL GRADE COMPLETED ______________

ACHIEVEMENT LEVEL IF DIFFERENT ______________

HOME ADDRESS ______________________________

______________________________

COUNTY ______________________________

DATE OF DEPARTURE FROM NEW YORK STATE ____________

| GOALS/NEEDS | PROGRESS IN NEW YORK | FOLLOW-UP DESIRED |
|---|---|---|
| | | |

ADDITIONAL COMMENTS: (Use reverse side if necessary)

DATE ______________________________

TEACHER'S NAME ______________________________

## MSRTS Terminal Enrollment Form for NEW Students

IMPORTANT: Please check files for blue MSRTS form. If available, add only new enrollment date and send top copy to terminal. This white form to be used for NEW STUDENTS ONLY.

Enrolling School Name State University College, Geneseo  I.D. BPVQ

Enrolling Date ____________________

Last Name ____________________  Sex __________ (M or F)

First Name ____________________  Birthdate ____________________

Middle Initial ____________________  Verification ____________________
(B. Cert, Docu, Other, None)

Parents:
Father ____________________  Age ____________________

Mother ____________________  Migrant Status __________ (1 = Interstate
2 = Intrastate
3 = Resettled)

Guardians ____________________
____________________

Birthplace ________________________________________
City  County  State

Home Base ________________________________________
City  County  State

Current Address in N.Y.S. ________________________________________
________________________________________

COMPLETE AND SEND TO:

Mrs. Rita Lowe
Terminal Operator
Orleans-Niagara BOCES
Salt Works Road
Medina, New York 14103

Call Collect: 716-798-4389

# UNIFORM MIGRANT STUDENT TRANSFER FORM

SI

| LAST NAME | FIRST NAME | MI | SEX | BIRTHDATE | V | AGE | CITY OF BIRTH | COUNTY/COUNTRY OF BIRTH | ST | HOME BASE CITY | ST | STUDENT N |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| GILLIAM | JOHN | F | M | 070263 |  | 011 | VALDOSTA | LOWNDES | GA | HOMESTEAD | FL | 5321 |

MIGRANT STATUS 1

EXTRA BIRTHDATE 080263 N

## SH SCHOOL HISTORY DATA

SCHOOL NAME: GOSHEN CENTRAL

SCHOOL ADDRESS: MAIN ST

SCHOOL CITY: GOSHEN

ST / ZIP / SCHOOL ID: NY 10010 BPYD

MEDICAL RECORD ADDRESSEE: ALICIA HAUCK

|  | ST | DATE ENR | DATE WITH | DAYS ENR | DAYS PRES | % |
|---|---|---|---|---|---|---|
| AA | FL | 090773 | 050174 | 156 | 140 | 89 |
| B | NY | 052074 |  |  |  |  |

## PARENT DATA

LP LEGAL

|  | LAST NAME | FIRST NAME |
|---|---|---|
| AA | GILLIAM | JOHN |
| AB | TYLER | MARLYN |

CP CURRENT

|  | LAST NAME | FIRST NAME |
|---|---|---|
| AA | TYLER | GEORGE |
| AB | TYLER | MARLYN |

CURRENT RESIDENCE: ALAMO CAMP GOSHEN NY 10010

## SP SPECIAL PROGRAMS

MOST RECENT MIGRANT/PROJECT SCHOOL

| NAME |  |  |  |  |
|---|---|---|---|---|
| REMEDIAL READING | 25 | 05 | 06 | 30 |

SN SPECIAL INTEREST

NAME: TEAM SPORTS

## HM SCHOOL HEALTH DATA

MINIMUM HEALTH SERVICES MATRIX

| CATEGORY OF HEALTH SERVICE |  | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | 11 | 12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| AA | INITIAL HISTORY |  |  |  |  |  | NA |  | NA |  |  | NA |  |
| AB | PHYSICAL EXAM |  |  |  |  |  |  |  |  | NA | NA | AB |  |
| AC | HT. & WT. (ANNUALLY) H.C. (BIRTH ONLY) |  |  |  |  |  |  |  |  | NA |  |  |  |
| AD | BLOOD PRESS |  |  |  |  |  |  |  |  |  |  |  |  |
| AE | HB/HCT |  |  |  |  |  |  |  |  |  |  |  |  |
| AF | URINALYSIS | (ONLY WHEN INDICATED MEDICALLY) |  |  |  |  |  |  |  |  | NR | NA |  |
| AG | TBC | (ANNUALLY IF NEGATIVE) |  |  |  |  |  |  |  |  |  |  |  |
| AH | IMMUNIZATION DPT (DT AFTER 5) |  |  |  |  |  |  |  |  | J9 |  |  |  |
| AI | TRIV POLIO (ORAL) |  |  |  |  |  |  |  |  |  |  |  |  |
| AJ | MEASLES |  | DS |  |  |  |  |  |  |  |  |  |  |
| AK | RUBELLA |  |  |  |  |  |  |  |  |  |  | NA |  |
| AL | MUMPS |  |  |  | DS |  |  |  |  |  |  |  |  |
| AM | DENTAL |  |  |  |  |  |  |  |  |  |  |  |  |
| AN | VISION |  |  |  |  |  |  |  |  |  |  |  |  |
| AO | AUDIOMETRIC SCREENING |  |  |  |  |  |  |  |  |  |  | AB |  |
| AP | SPEECH |  |  |  |  |  |  |  |  |  |  |  |  |
| AQ | COLOR BLINDNESS |  |  |  |  |  |  |  |  |  |  |  |  |
| AR | BLOOD LEAD |  |  |  |  |  |  |  |  |  |  |  |  |
| AS | PESTICIDE BLOOD LEVEL |  |  |  |  |  |  |  |  |  |  |  |  |
| NOTE: | THE FOLLOWING ARE NOT RECOMMENDED AS ROUTINE BY THE AAP STANDARDS OF CHILD HEALTH CARE, OR THE IMMUNIZATION SCHEDULE OF USPHS |  |  |  |  |  |  |  |  |  |  |  |  |
| AT | FLUORIDE SCREENING |  |  |  |  |  |  |  |  |  |  |  |  |
| AU | TYPHOID PARATYPHOID |  |  |  |  |  |  |  |  |  |  |  |  |
| AV | SMALLPOX |  |  |  |  |  |  |  |  |  |  |  |  |
| AW | POLIO (INOCULATION) |  |  |  |  |  |  | J9 |  |  |  |  |  |
| AX | INFLUENZA |  |  |  |  |  |  |  |  |  |  |  |  |
| AY | SCA (SBO) |  |  |  |  |  |  |  | SE |  |  |  |  |

202:PROVIDE COMPENSATORY HEARING ENVIRONMENTS

## TD TEST DATA

|  | NAME | CODE | FORM | LV | SCORE | ST |  |
|---|---|---|---|---|---|---|---|
| AA | WRAT MATH | 17100 |  |  | 4.8 | G | 031 |

## CREDIT ACCRUAL MATRIX

| ID-SUBJECT | YEAR 01 CURR | YEAR 01 TTL | YEAR 02 CURR | YEAR 02 TTL | YEAR 03 CURR | YEAR 03 TTL | YEAR 04 CURR | YEAR 04 TTL |
|---|---|---|---|---|---|---|---|---|
| AA -ENGLISH |  |  |  |  |  |  |  |  |
| BA -MATHEMATICS |  |  |  |  |  |  |  |  |
| CA -U S HISTORY |  |  |  |  |  |  |  |  |
| DA -U S GOVERNMENT |  |  |  |  |  |  |  |  |
| EA -STATE GOVERNMENT |  |  |  |  |  |  |  |  |
| FA -SCIENCE |  |  |  |  |  |  |  |  |
| GA -HEALTH EDUCATION |  |  |  |  |  |  |  |  |
| HA -PHYSICAL EDUCATION |  |  |  |  |  |  |  |  |
| IA -OCCUPATION EDUC. |  |  |  |  |  |  |  |  |
| JA -ELECTIVES |  |  |  |  |  |  |  |  |
| TOTALS BY YEAR |  |  |  |  |  |  |  |  |

NEW YORK STATE MIGRANT CENTER

# UNIFORM MIGRANT ADULT TRANSFER FORM

## PART 1 APPLICANT INFORMATION

1 CONTRACT ID a STATE OF TRAINING

b STATE CODE | c FISCAL YEAR APR

d PREFIX PRIME SUB CONTRACT NO.

2. FUNDING CODE

3. PROGRAM IDENTIFICATION

4a NAME OF CONTRACTOR

4b ADDRESS (NO., STREET, CITY, STATE & ZIP CODE)

5a OCCUPATIONAL GOAL (NAME)

5b DOT (9 DIGIT)

6a TARGET AREA (NAME)

6b CODE

7 START DATE (MO, DAY, YR)

8a NAME OF APPLICANT (LAST, FIRST, MIDDLE IN.)

8b PHONE NO

8c S S NUMBER

9 ADDRESS (NO, STREET, CITY, STATE & ZIP CODE)

10 COUNTY OF RESIDENCE a NAME

b CODE

11 CONGRESSIONAL DIST a STATE CODE

b DISTRICT NO

12 DATE OF BIRTH (MO & YR)

13 SEX
1 ___ MALE
2 ___ FEMALE

14 HANDICAPPED
1 ___ YES
2 ___ NO

15 MILITARY SERVICE RECORD
DISCHARGED DATE (MO, DAY, YR) ________
1 ___ VETERAN
2 ___ REJECTED
3 ___ OTHER NON-VET

16 MARITAL STATUS
1 ___ NEVER MARRIED
2 ___ MARRIED
3 ___ WIDOW / WIDOWER
4 ___ DIVORCED/ LEGALLY SEPARATED

17 PRIMARY WAGE EARNER
1 ___ YES
2 ___ NO

18 HEAD OF FAMILY OR HEAD OF HOUSEHOLD
1 ___ YES
2 ___ NO

19 NO. OF DEPENDENTS
0 ___
1 ___
2 ___
3 ___
4 ___
5 ___
6 AND OVER ___

20. CHECK ONE
1 ___ WHITE
2 ___ NEGRO
3 ___ AMER. INDIAN
4 ___ ORIENTAL
5 ___ OTHER

21 IF SPANISH SURNAME, CHECK ONE
1 ___ MEXICAN AM
2 ___ PUERTO RICAN
3 ___ OTHER

22 U.I. CLAIMANT
1 ___ YES
2 ___ NO
3 ___ EXHAUSTEE

23 PUBLIC ASSIT. RECIPIENT
1 ___ YES
2 ___ NO

24 HIGHEST SCHOOL GRADE COMPLETED

25 PREVIOUS JOB TRAINING
1 ___ YES (IF YES, COMPLETE THE
2 ___ NO INFORMATION BELOW)

a. JOB TITLE

b DOT (6 DIGIT)

c. DATE COMPLETED (MO, YR)

26 PARTICIPATION IN OTHER FEDERAL PROGRAMS
9 ___ NONE PARTICIPATED IN (CHECK ALL RELEVANT ITEMS)
01 ___ MDTA
2 ___ NYC
4 ___ PROJECT TRANSITION
8 ___ OPERATION MAINSTREAM
2 ___ SPECIAL IMPACT
4 ___ WORK INCENTIVE
61 ___ JOB CORPS I
2 ___ JOB CORPS II
4 ___ JOB CORPS III
81 ___ NEW CAREERS
2 ___ OTHER

27a. PRIMARY OCCUPATION TITLE

27b. DOT (9 DIGIT)

28a OCCUPATION TITLE OF LAST FULL-TIME CIVILIAN JOB

28b DOT (6 DIGIT)

29 YEARS OF GAINFULL EMPLOYMENT
1 ___ UNDER 1 YR.
2 ___ 1-2 YR.
3 ___ 3-9 YR.
4 ___ 10 YR. AND OVER

30 ESTIMATED AVERAGE HOURLY EARNINGS ON LAST FULL-TIME CIVILIAN
$________

31. INCOME
a. APPLICANT'S ESTIMATED EARNINGS LAST 12 MO. $________
b. ESTIMATED FAMILY INCOME LAST 12 MO. $________
c. NUMBER IN FAMILY ________
d. FAMILY BELOW POVERTY LEVEL 1 ___ YES 2 ___ NO

32. LABOR FORCE STATUS AT TIME INTERVIEWED (CHECK ONLY ONE)
11 ___ EMPLOYED (NOT UNDEREMPLOYED)
12 ___ UNDEREMPLOYED
13 ___ UNEMPLOYED
14 ___ FAMILY FARM WORKER
21 ___ NOT IN LABOR FORCE IN SCHOOL
22 ___ NOT IN LABOR FORCE - OTHER

33. WEEKS UNEMPLOYED
___ LAST 12 MOS. (ALL APPLICANTS)
___ CURRENT SPELL (UNEMPLOYED ONLY)

34. REFERRED BY
01 ___ ES OUTREACH
02 ___ NYC
03 ___ JOB CORPS
04 ___ UNION
05 ___ EMPLOYER
06 ___ SELF
07 ___ WELFARE
08 ___ OTHER COMMUNITY GROUP
11 ___ COOP SCHOOL GRADUATE
12 ___ COOP SCHOOL DROPOUT
21 ___ SEL. SERVICE REHAB. (RECRUITING ST.)
22 ___ SEL. SERVICE REHAB (AFEES)
23 ___ SEL. SERVICE REHAB. (LOCAL BOARD)
31 ___ OTHER

35 DISADVANTAGED
1 ___ YES
2 ___ NO

36. REFERRAL TO TRAINING OR EMPLOYMENT
a. ACCEPTED REFERRAL TO TRAINING OR JOB: 1 ___ YES 2 ___ NO
b. ENROLLED IN TRAINING: 1 ___ YES 2 ___ NO
c. PLACED IN JOB: 1 ___ YES 2 ___ NO

37. ELIGIBILITY FOR TRAINING ALLOWANCE
9 ___ NOT ELIGIBLE
ELIGIBLE FOR:
1 ___ REGULAR
2 ___ AUGMENTED
3 ___ YOUTH
4 ___ SPECIAL NYC
5 ___ INCENTIVE
6 ___ PART TIME

38 CHECK APPROPRIATE ITEM(S) IF ELIGIBLE FOR OTHER ALLOW.
1 ___ SUBSISTENCE
2 ___ TRANSPORTATION
3 ___ OTHER

39. BARRIERS TO EMPLOYMENT
9 ___ NONE
41 ___ AGE TOO YOUNG
2 ___ AGE TOO OLD
4 ___ LACKS EDUCATION, TRAINING SKILL, EXPERIENCE, OR HAS OBSOLETE SKILL
51 ___ HEALTH PROBLEM
2 ___ PERSONAL PROBLEM
4 ___ TRANSPORTATION PROBLEM
61 ___ CHILD CARE PROBLEM
2 ___ CARE OF OTHER FAMILY MEMBER
4 ___ CONVICTION RECORD
71 ___ GARNISHMENT
2 ___ OTHER

40. DATE OF INTERVIEW (MO., DAY, YR.)

FAMILY PROFILE

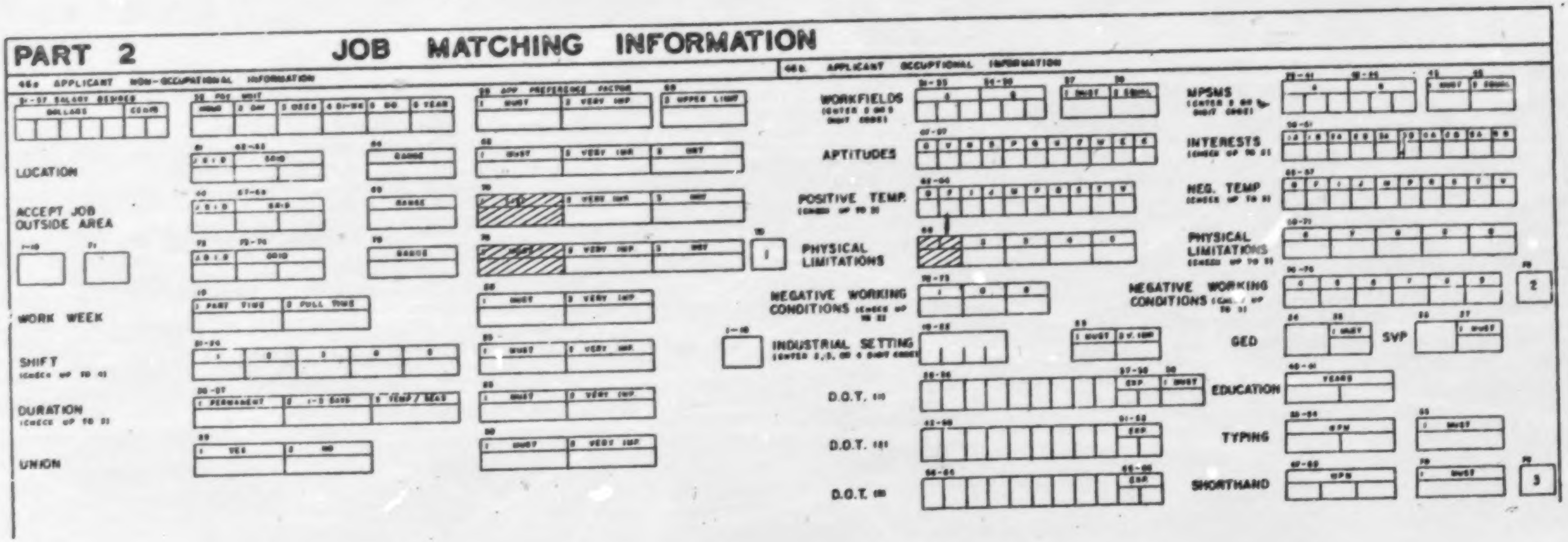
| PROVERTY STATUS CIRCLE ONE | | | | 41. HOUSING NEEDS | CONDITION | | | CONSTRUCT | | INDOOR PLUMB | | NO. OF ROOMS | OWNERSHIP CIRCLE ONE | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| ABOVE | 1 - 499 | 500 - 1499 | 1500 + | | GOOD | POOR | CRIT. | BLOCK | FRAME | YES | NO | | CAMP | PRIV. | OWN | TEN |
| | | | | | | | | | | | | | | | | |

| 42 GENERAL FAMILY NEEDS | HOUSING | EMPL. | MED. | NUTR. | CHILD CARE | FIN. | SOCIAL | OTHER |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |

INDICATE SEVERITY ←
0 - NO NEED
1 - MODERATE
2 - SERIOUS
3 - CRITICAL

| 43. CHRONIC CONDITION | | 44. MOST RECENT EXAM | | 45. TESTING INFORMATION | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | TYPE | DATE MO / YR | TEST CODE | FORM | TEST LEVEL CODE | DATE MONTH YR | SCORE | SCORE TYPE G/E | % | G/E | S | 9 |
| C101 ALLERGY | | | | | | | | | | | | | |
| C102 EPILEPSY | | PHYSICAL | / | | | | / | | | | | | |
| C103 DIABETES | | VISUAL | / | | | | / | | | | | | |
| C104 RHEUMATIC HEART | | AUDIO | / | | | | / | | | | | | |
| C105 OTHER HEART | | DENTAL | / | | | | / | | | | | | |
| C106 LUNG (NOT T.B.) | | T. B. | / | | | | / | | | | | | |
| C107 ASTHMA | | | | | | | / | | | | | | |
| C108 HEMOPHILIA | | | | | | | / | | | | | | |
| C109 ANEMIA | | | | | | | / | | | | | | |
| C110 NERVOUS STOMACH | | | | | | | / | | | | | | |
| C111 DRUG SENSITIVITY | | C112 OTHER | | | | | / | | | | | | |

APPENDIX T
(Continued)



**PART 2** JOB MATCHING INFORMATION

46a APPLICANT NON-OCCUPATIONAL INFORMATION

SALARY DESIRED: DOLLARS | CENTS

PER UNIT: 1 HOUR | 2 DAY | 3 WEEK | 4 BI-WK | 5 MO | 6 YEAR

APP PREFERENCE FACTOR: 1 MUST | 2 VERY IMP

3 UPPER LIMIT

LOCATION: RANGE | 1 MUST | 2 VERY IMP | 3 IMP

ACCEPT JOB OUTSIDE AREA: RANGE | 2 VERY IMP | 3 IMP

RANGE | 2 VERY IMP | 3 IMP

1

WORK WEEK: 1 PART TIME | 2 FULL TIME | 1 MUST | 2 VERY IMP

SHIFT (CHECK UP TO 4): 1 | 2 | 3 | 4 | 5 | 1 MUST | 2 VERY IMP

DURATION (CHECK UP TO 3): 1 PERMANENT | 2 1-3 DAYS | 3 TEMP / SEAS | 1 MUST | 2 VERY IMP

UNION: 1 YES | 2 NO | 1 MUST | 2 VERY IMP

46b APPLICANT OCCUPATIONAL INFORMATION

WORKFIELDS (ENTER 3 OR 5 DIGIT CODE): 1 MUST | 2 EQUAL

MPSMS (ENTER 3 OR 5 DIGIT CODE): 1 MUST | 2 EQUAL

APTITUDES

INTERESTS (CHECK UP TO 3)

POSITIVE TEMP. (CHECK UP TO 3)

NEG. TEMP (CHECK UP TO 3)

PHYSICAL LIMITATIONS: 2 | 3 | 4 | 5

PHYSICAL LIMITATIONS (CHECK UP TO 3)

NEGATIVE WORKING CONDITIONS (CHECK UP TO 3)

NEGATIVE WORKING CONDITIONS (CHECK UP TO 3)

2

INDUSTRIAL SETTING (ENTER 2, 3, OR 4 DIGIT CODE): 1 MUST | 2 V. IMP

GED: 1 MUST

SVP: 1 MUST

D.O.T. (1): EXP | 1 MUST

EDUCATION: YEARS

D.O.T. (2): EXP

TYPING: WPM | 1 MUST

D.O.T. (3): EXP

SHORTHAND: WPM | 1 MUST

3

## PART 3 PROGRAM SERVICES & TRAINING INFORMATION

47 EMPLOYABILITY PLAN INVOLVES (CHECK ONE OR MORE KINDS OF ASSISTANCE NEEDED)

____ a COUNSELING
____ b ORIENTATION
____ c TRAINING
____ d RELOCATION

SUPPORTIVE SERVICE
____ e HEALTH
____ f REHABILITATION
____ g WELFARE
____ h OTHER

48 FAMILY INCOME GROUP
____ a FARM ____ b NON-FARM

49 PARTICIPANT OF PROJECT (30,000)
____ a YES ____ b NO

50 SERVICES PROVIDED

| TYPE OF SERVICE | | | DATE |
|---|---|---|---|
| a COUNSELING INTERVIEWS | | | |
| | | | |
| | | | |
| b COUNSELING SESSIONS | | | |
| c GUIDANCE SESSIONS | | | |
| d JOB DEVELOPMENT CONTACT | | | |
| e PLACEMENT IN JOB 3 DAYS OR LESS | | | |
| f PLACEMENT IN REGULAR JOB | DOT CODE (6 DIGIT) | SIC (2 DIGIT) | |
| | | | |
| | | | |
| | | | |
| g APPLICANT - EMPLOYER INTERVIEW | | | |
| | | | |

| | | |
|---|---|---|
| h SPECIAL PLACEMENT | | |
| | | |
| i REFERRED TO SUPPORTIVE SERVICE | 1. HEALTH | |
| | 2 REHABILITATION | |
| | 3 WELFARE | |
| | 4 OTHER | |
| j FOLLOW-UP CONTACT | | |
| | | |
| | | |
| k OTHER (SPECIFY) | | |
| | | |
| | | |
| | | |
| | | |
| | | |

51 TRAINING REFERRALS & ENROLLMENTS

| TYPE OF TRAINING | DATE | |
|---|---|---|
| | REFERRED | ENROLLED |
| a MDTA - INSTITUTIONAL | | |
| b NYC | | |
| c NYC - MDTA CONCURRENT | | |
| d JOB CORPS | | |
| e OPERATION MAINSTREAM | | |
| f NEW CAREERS | | |
| g SPECIAL IMPACT | | |
| h RETURN TO SCHOOL | | |
| i OTHER | | |

| 52 a OCCUPATIONAL PROGRAM | 52 b DOT CODE | 52 c PERFORMANCE ID NO | 52 d DATE COMPLETED | 52 e FLAG |
|---|---|---|---|---|
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Geneseo Migrant Center
State University College, Geneseo, New York

APPENDIX U

## IN-CAMP LEARNING PROGRAM

Staff Name________________________________ Week of______________________

## MIGRANT PROFILE

| NAME AND CAMP | STRENGTHS / INTERESTS | NEEDS | FOLLOW-UP |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
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APPENDIX V

Geneseo Migrant Center
State University College, Geneseo, New York

## IN-CAMP LEARNING PROGRAM
1976

### Weekly Attendance Form

Staff Member ______________________ Week of ______________

| | ACTIVITIES | EVALUATION | # Participants | | TOTAL |
|---|---|---|---|---|---|
| | | | 14 & under | 14+ | |
| MONDAY | | | | | |
| TUESDAY | | | | | |
| WEDNESDAY | | | | | |
| THURSDAY | | | | | |
| FRIDAY | | | | | |
| SATURDAY | | | | | |
| SUNDAY | | | | | |

APPENDIX W

GENESEO MIGRANT CENTER
State University College
Geneseo, New York

## IN-CAMP LEARNING PROGRAM - 1976
## Evaluation

| STAFF RESPONSIBILITIES | Keep | Modify | Eliminate | COMMENTS |
|---|---|---|---|---|
| Lesson Plans | | | | |
| Migrant Profile Sheets | | | | |
| Weekly Attendance Report | | | | |
| Interest/Needs Assessment Form | | | | |
| Materials Review Form | | | | |
| Other | | | | |

| STAFF DEVELOPMENT | Keep | Modify | Eliminate | COMMENTS |
|---|---|---|---|---|
| Orientation Folders | | | | |
| Inservice Meetings | | | | |
| St. Bonaventure ABE Workshop | | | | |

| Materials & Equipment | COMMENTS |
|---|---|

GENESEO MIGRANT CENTER
State University College
Geneseo, New York

## IN-CAMP LEARNING PROGRAM - 1976
Evaluation

| MATERIALS & EQUIPMENT | COMMENTS |
|---|---|
| LVA | |
| Curriculum Library | |
| Specific Skills Series | |
| Textbooks | |
| Reading For Understanding | |
| High School Equivalency | |
| ABE Materials | |
| A-V Equipment | |
| Sewing Machines | |
| Typewriters | |
| Magazines & Newspapers | |
| Movies (BOCES; 8mm) | |

APPENDIX W
(Continued)

GENESEO MIGRANT CENTER
State University College
Geneseo, New York

## IN-CAMP LEARNING PROGRAM - 1976
## Evaluation

| TEACHING ENVIRONMENT | COMMENTS |
|---|---|
| Commissaries | |
| Individual Rooms | |
| Mobile Unit | |
| Other | |
| **USE OF MIGRANT AIDES** | **COMMENTS** |
| Identification | |
| Responsibilities | |
| **DIRECTOR/ASSISTANT DIRECTOR'S RESPONSIBILITIES** | **COMMENTS** |
| Recruitment of Camps | |
| Supervision | |
| Assistance | |
| Other | |

GENESEO MIGRANT CENTER
State University College
Geneseo, New York

## IN-CAMP LEARNING PROGRAM - 1976
## Evaluation

| HEALTH REFERRAL SYSTEM | Keep | Modify | Eliminate | COMMENTS |
|---|---|---|---|---|
| Medical Health Forms | | | | |
| Transportation | | | | |
| Medical Followup | | | | |
| Other | | | | |
| **ARTS & CRAFTS PROGRAM** | **Keep** | **Modify** | **Eliminate** | **COMMENTS** |
| Mobile Bus | | | | |
| Chair Caning Workshop | | | | |
| In-Camp Arts/Crafts | | | | |

ADDITIONAL COMMENTS OR SUGGESTIONS:

Your completion of this evaluati
will greatly benefit us in effec
tively evaluating the program an
planning for next year. Thank y

APPENDIX X

Geneseo Migrant Center
State University College, Geneseo, New York

## IN-CAMP LEARNING PROGRAM
## Teacher Evaluation
## 1977

NAME ______________________________ DATE ______________

OBSERVER ______________________________

| PERFORMANCE | DOES | DOES NOT |
|---|---|---|
| 1. Plans learning activities in accordance with the individual needs of the migrant workers | | |
| a. Assesses the needs of the learners | | |
| b. Writes objectives in behavorial terms in terms of the student | | |
| c. Plans activities and materials appropriate for achievement of the planned objectives | | |
| d. Plans for evaluation of the students' performance | | |
| e. Incorporates opportunity for workers to learn and utilize effective problem solving techniques | | |
| 2. Understands the migrant culture, plans appropriate lessons based on the culture | | |
| 3. Utilizes educational, health care, social service and other supportive services available to the migrants, particularly in the service area | | |
| 4. Makes any medical, dental or social referrals for the workers to the appropriate individuals or agencies. | | |
| 5. Utilizes effective teaching materials to meet the individual needs of the workers | | |
| a. Develops neat, interesting, relevant teacher-made materials | | |

## IN-CAMP LEARNING PROGRAM (CONT.)
## Teacher Evaluation
## 1977

| PERFORMANCE | DOES | DOES NOT |
|---|---|---|
| b. Assesses the effectiveness of commercial materials | | |
| c. Completes the materials review form as requested by the program director | | |
| 6. Participates in all inservice sessions | | |
| 7. Utilizes with the migrant students techniques and ideas presented in the inservice sessions | | |
| 8. Adheres to all personal guidelines as spelled out in the "Guidelines For Personal Conduct In Working in Migrant Camps" | | |
| 9. Exhibits poise and stability in working in the camps | | |
| 10. Completes and submits to the program director any required forms and/or reports as requested | | |
| 11. Utilizes audio-visual materials and equipment with proper care and sign out procedures as explained in the Guidebook | | |
| 12. Able to deal with frequent distractions in a migrant camp setting and adapts effectively | | |
| 13. Controls environment so effective learning can be achieved. | | |
| 14. Presents a neat professional appearance | | |
| 15. Displays respect for the migrant farmworkers | | |
| 16. Works cooperatively with teaching teammates | | |
| 17. Works cooperatively with and assists in direction of volunteers' activities | | |
| 18. Accepts constructive criticism | | |
| 19. Follows procedure guidelines dealing with in-camp problems | | |

Photo by Michael Greenlar